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Ontario Education, Dep. A-
(ANNUAL) REPORT

OF THE

NORMAL, MODEL, HIGH

AND

PUBLIC SCHOOLS

OF

ONTARIO,

FOR THE YEAR 1873.

WITH APPENDICES,

BY THE CHIEF SUPERINTENDENT OF EDUCATION.

Printed by Order of the Legislative Assembly.



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1874.

NORMAL MODEL HIGH



PUBLIC SCHOOLS

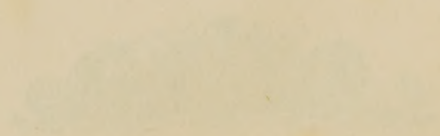
OF THE CITY OF TORONTO

FOR THE YEAR 1873

OF THE BOARD OF EDUCATION

Printed by the City of Toronto

1873





Department of Public Instruction for Ontario.

No. 16,872^x.

EDUCATION OFFICE,

TORONTO, 31st October, 1874.

SIR,—I have the honour to transmit herewith, to be laid before His Excellency the Lieutenant-Governor, my Report of the Normal, Model, High and Public Schools of Ontario, during the year 1873, including a Statistical Statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report I have added an Appendix, which contains extracts from local reports, and other documents and papers illustrative of the means which have been employed to promote the improvement and extension of the High and Public Schools throughout Ontario.

I have the honour to be, Sir,


Your obedient servant,

(Signed,) E. RYERSON.

To the Honourable ARCHIBALD MCKELLAR, M.P.P.,

Secretary of the Province,

Toronto.



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PART I.

GENERAL REPORT

ON

EDUCATION IN ONTARIO.

1873.



ANNUAL REPORT

OF THE

Normal, Model, High and Public Schools

IN ONTARIO,

FOR THE YEAR 1873.

PART I.—GENERAL REPORT.

To His Excellency the Honourable John Crawford, Lieutenant-Governor of the Province of Ontario:

MAY IT PLEASE YOUR EXCELLENCY,

I herewith present my Report to your Excellency on the condition of the Normal, Model, High and Public Schools of the Province of Ontario, for the year 1873, and for the thirtieth year of my incumbency.

I will now proceed to give a summary view of the condition of the High and Public Schools of Ontario, condensed from the tables accompanying this Report:—

I.—TABLE A.—RECEIPTS AND EXPENDITURE OF PUBLIC SCHOOL MONEYS.

The Receipts.

1. The amount apportioned from the Legislative Grant was \$224,935—increase, \$20,176. The amount apportioned for the purchase of maps, apparatus, prize and library books was \$20,938—increase \$378.

2. The amount from County *Municipal* Assessment was \$601,351, showing a remarkable increase of \$69,960.

3. The amount available from *Trustees'* School Assessment was \$1,439,390—increase, \$207,289, being the largest increase in this item yet reported.

4. The amount from Clergy Reserves Moneys and from other sources, applied to School purposes in 1873, was \$680,748—increase, \$139,289.

5. The Total Receipts for all Public School purposes for the year 1873 amounted to \$2,967,365, or nearly *three millions of dollars*, shewing an increase of \$437,094 over the total receipts of the preceding year, being by far the greatest and most gratifying increase ever reported since the establishment of our Public School System. For the past three years the rate of increase has been—for 1871, \$180,106; for 1872, \$405,799; and for 1873, \$437,094. This being the result of the operation of the new School Act, is most encouraging, and speaks well for the educational prosperity of the country.

6. As an evidence of the continued financial prosperity of our Public Schools, I insert the following interesting table, showing the progressive increase in the amounts levied by the Municipal and School Trustee Corporations, and also the yearly increase in the total receipts

since 1860—the year in which the School Law Amendment Act was passed. These facts strongly illustrate the growing interest felt in the prosperity of our Schools by the local School authorities. The table is as follows:—

	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.	1873.
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
County Municipal Assessment	278693	278085	274471	287763	304332	308092	319154	351873	362375	372743	385284	492481	531391	601351
Trustees' School Assessment . .	556682	587297	620268	631755	659380	711197	760366	799708	855538	890834	951099	1027184	1232101	1439390
All other Receipts . . .	488897	515897	501384	513362	520425	525711	528451	518754	571419	563849	607981	604806	766778	926624
Total receipts	1324272	1381279	1396123	1432855	1484187	1545060	1607971	1670355	1750332	1827426	1944364	2124471	2530270	2907365
Increase in total Receipts	14452	57006	14843	38762	51301	60813	62970	62364	118997	38093	116938	180106	405799	437094

The Expenditure.

1. The amount paid by trustees for salaries of teachers in 1873, was \$1,520,124 -- increase \$148,529, a most gratifying increase, and showing a desire on the part of trustees to give teachers a fair remuneration. (See Table D. on Annual Salaries.)

2. For maps, globes, prize books and libraries, \$49,858—increase, \$2,059. The Legislative aid given to trustees for these objects was \$20,938.

3. For sites and building of School houses, \$609,112—increase, 153,070. This unprecedented large increase is remarkable, and is no doubt due to that most salutary provision of the new School Law, which requires the trustees to provide suitable accommodation for all the pupils in their School divisions. The great increase, during the past three years, (being for 1871, \$54,333; 1872, \$194,208; and 1873, \$153,070) in the trustees' expenditure for sites and School-houses, proves the impetus given to School-house building by the new Act. The increased expenditure under this head, in 1870, was only \$16,129. This expenditure of one hundred and fifty thousand dollars for sites and School-houses in 1873, is a permanent increase in the value of Public School property, and indicates much additional material prosperity in the several neighbourhoods which were benefited by the expenditure.

4. For rents and repairs of School-houses, \$138,076—increase, \$33,682.

5. For School books, stationery, fuel, and other expenses, \$287,354—increase \$59,819. These "other expenses" are, doubtless, for fuel and other contingencies.

6. Total expenditure for all Public School purposes, \$2,604,526—increase, \$397,161.

7. Balances of School Moneys not paid at the end of the year when the returns were made, \$362,839—increase, \$39,932.

II.—TABLE B.—SCHOOL POPULATION, AGES OF PUPILS, PUPILS ATTENDING PUBLIC SCHOOLS, AVERAGE ATTENDANCE.

The Statute requires that the trustees' returns of School population shall include the number of children between the ages of five and sixteen, resident in their School Division; but it confers the *equal* right of attending the Schools upon all residents in such divisions between the ages of five and twenty-one years.

1. The School population reported by trustees (including only children between the ages of five and sixteen years) was 504,869—increase, 9,113.

2. The number of pupils between the ages of five and sixteen years attending the Schools, was 439,466—increase, 5,802. Number of pupils of other ages attending the Schools, 21,518—increase 520. Total number of pupils attending the Schools, 460,984—increase, 6,322.

3. The number of boys attending the Schools, 242,615—increase, 3,767. The number of girls attending the Schools, 218,369—increase, 2,555.

4. The ages of pupils are: 1,570, under five years of age; 222,712, between five and ten; 215,427, between ten and sixteen; 21,275, between sixteen and twenty-one.

5. The number reported as not attending any School is 12,480—increase, 157. These were between the ages of seven and twelve years, which are the ages fixed by the new Law, during which all the children of a School Division should receive instruction in some School.

The attention of trustees, parents and inspectors, is called to this fact, in the hope that this ominous and humiliating item will soon be greatly lessened or disappear through the Christian and patriotic exertions of the people at large, aided by the new amendments in the School Act on the subject of compulsory education, which make it imperative on trustees to give effect to the law.

III.—TABLE C.—NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

1. This Table has been rendered necessary in consequence of the system of classification of pupils which the new Programme has introduced into the Public Schools. It presents most striking facts, and shows the number of pupils which have been put back from the higher classes of the old system to the first class under the new system. It also shows how faithful have been the County Inspectors in the discharge of this most unpleasant part of their duties, in carefully examining and classifying, according to their attainments, the pupils in the various Schools.

2. Another gratifying fact is shown by this Table in the large number of pupils who are reported as studying the additional subjects required to be taught by the new Public School Act.

3. The Table is referred to for further information in regard to the number of pupils in each of the several subjects taught in the Schools—indicating, as noted, a gratifying increase in the numbers engaged in studying the higher branches of the Programme.

IV.—TABLE D.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.

1. *Number of Teachers, Male and Female.*—In the 4,732 Schools reported, 5,642 Teachers have been employed—increase, 166 ; of whom 2,581 are male Teachers—decrease, 45 ; and 3,061 are female Teachers—increase, 211. It will thus be seen that the number of female Teachers is year by year increasing, and that of males decreasing.

2. *Religious Persuasions of Teachers.*—Under this head there is little variation. The Teachers are reported to be of the following persuasions:—Church of England, 903 ; Church of Rome, 675—increase, 18 ; Presbyterians (of different classes), 1,766—increase, 139 ; Methodists (of different classes), 1,725—decrease, 31 ; Baptists (of different classes), 325—increase, 23 ; Congregationalists, 81—decrease, 23 ; Lutherans, 10 ; Quakers, 17 ; Christians and Disciples, 39 ; reported as Protestants, 55 ; other persuasions, 27.

N.B.—Of the 675 teachers of the Church of Rome, 406 are employed in the Public Schools, and 269 are teachers of R. C. Separate Schools.

3. *Teachers' Certificates.*—Total number of certificated or licensed teachers reported is 5,642—increase, 166 ; Provincial Certificates, 1st class, 245—decrease, 62 ; 2nd class, 839—increase, 108 ; County Board Certificates of the Old Standard, 1st class, 654—decrease, 376 ; 2nd class, 507—decrease, 239 ; 3rd class, 73—decrease, 11 ; New County Board Certificates, 2,771 ; Interim Certificates, 553.

4. Number of Schools which have more than one teacher, 502—increase, 50.

5. *Annual Salaries of Teachers.*—The highest salary paid to a male teacher in a County, \$660—the lowest, \$110 (1) ; in a City, the highest, \$850—the lowest, 500 ; in a Town, the highest, \$1,000—the lowest, \$250 ; in an Incorporated Village, the highest, \$700—the lowest, \$300. The average salary of male teachers in Counties was \$323—of female teachers \$229 ; in Cities, of male teachers, \$695—of female teachers, \$276 ; in Towns, of male teachers, \$516—of female teachers, \$251 ; in Incorporated Villages, of male teachers, \$168—of female teachers, \$222. The average increase of male teachers' salaries for the Province during 1873 is \$35 per teacher ; for females, \$13 per teacher : while the increase during 1873 is eminently satisfactory and a great improvement on preceding years, still there is no doubt that amongst the worst enemies to the efficiency and progress of Public School education, are those trustees and parents whose aim is to get what they mis-call a "*cheap teacher*," and who seek to haggle down the teacher's remuneration to as near starvation point as possible, though, in reality, they are intellectually starving their own children and wasting their time by employing an inferior teacher. Business men find it to their interest to employ good clerks, as one good clerk is worth two poor ones ; and in order to obtain and retain good clerks they

pay them good salaries. Experience has long shown the soundness of this business rule and practice in the employment of teachers ; yet how many trustees and parents, in School matters, abandon a rule on which not only the merchant, but the sensible farmer acts in employing labourers, preferring to give higher wages for good labourers than to give lower wages to poor labourers. Good teachers cannot be got for inferior salaries.

V.—TABLE E.—SCHOOL SECTIONS, SCHOOL-HOUSES AND TITLES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, PRIZES, TIME OF KEEPING OPEN THE SCHOOLS, PRAYERS, &c.

1. The whole number of *School Sections* reported, 4,805—increase, 28, chiefly in new Townships. The number of *Schools reported as kept open* is 4,732—increase, 71, these also mostly in new Townships.

2. The increase in number of *School-houses* was 74, 143 brick, 11 stone, 84 frame. There is a most satisfactory decrease in the number of log-built School-houses, there being no less than 164 of this class either demolished or sold, while stone, brick, and frame School-houses have been substituted.

3. The whole number of School-houses reported is 4,791, of which, 1,133 are *brick*, 463 *stone*, 2,083 *frame*, 1,112 *log*.

4. *Titles to School-Sites*.—*Freehold*, 4,466— increase, 63 ; *Leased and Rented*, 325—decrease, 11.

5. *School Visits*.—By Inspectors, 10,348—decrease, 265 ; by Clergymen, 7,135—decrease, 789 ; by Municipal Councillors and Magistrates, 2,029—decrease, 59 ; by Judges and Members of Parliament, 332—decrease, 37 ; by Trustees, 20,235—increase, 951 ; by other persons, 41,829—increase, 5,455. Total School visits, 81,908—increase, 5,256. This does not indicate any great diminution of zeal and interest in Public School education on the part of those whose duty, and interest, and privilege it is to elevate and strengthen public opinion in this first work of civilization, and by personal presence and counsel to prompt and encourage the most indifferent parents to educate their children.

6. *School Lectures*.—By Inspectors, 1,853—decrease, 436 ; by other persons, 259—decrease, 50. The lectures delivered by other than Inspectors are, of course, voluntary ; but the law provides that every Inspector shall deliver, under certain regulations, a lecture on education in the School Sections under his charge. The large reduction in the number of Township Superintendents has, of course, to do with the falling off in the number of lectures delivered. Many of the County Inspectors have suggested that in most cases it would be wiser to give the time to the examination and classification, and where required, to the actual organization of Schools. * I trust soon to witness a revival of this most useful and appropriate means of stimulating local zeal in educational matters. It would be singular, indeed, if one lecture a year, on some subject of educational requirement or progress, could not be made instructive and popular. It is, however, gratifying to observe that the number of visits to Schools by the Inspectors was equal to the requirements of the law. Their effect has already been most salutary upon the Schools.

7. *Time of Keeping the Schools Open*.—The average time of keeping the Schools open, including the holidays, was *eleven months and seven days* in 1873. This is nearly twice the average time of keeping open the Public Schools in the States of Pennsylvania and Ohio, and about three months more than the average time of keeping them open in the States of New York and Massachusetts—arising chiefly from our making the apportionment of the School Fund to School Sections not according to population, but according to the average attendance and the time of keeping open such Schools—that is according to the number of pupils instructed in the Schools.

8. *Public School Examinations*.—The whole number of Public School Examinations was 10,347—increase, 1,144 ; though less than two for each School. The law requires that there should be in each School a public *quarterly* examination, of which the teacher should give notice to trustees and parents of pupils, and to the School visitors (clergymen, magistrates, &c.,) resident in the School Sections. I think the time has now arrived (under the new and improved system inaugurated by the School Law and Regulations,) to make it my duty hereafter to withhold the apportionment of the School Fund from the Schools in which this provision of the law is violated. Good teachers do not shrink from, or are indifferent to,

public examinations of their Schools. They seek occasions to exhibit the results of their skill and industry; but incompetent and indolent teachers shrink from the publicity and labour attendant on public examinations of their Schools. The stimulus to progress caused by such examinations, together with tests of efficiency on the part of teachers, and of progress on the part of pupils, cannot fail to produce beneficial effects on parents, pupils and teachers, as well as on the interests of general and thorough Public School education; and such examinations will doubtless, under the new and improved programme of studies, command a large attendance of parents, trustees and friends of the pupils of the Schools.

9. *The Number of Schools holding Public Recitations* of prose or poetry by the pupils was 3,056—increase, 215. This exercise should be practised in every School, (and I am glad its use is increasing,) as it tends to promote habits of accurate learning by heart, improvement in reading and spelling, and is an agreeable and often amusing diversion for all parties concerned. The little episodes of such exercises in the ordinary routine of School duties exert a salutary influence upon the mind of pupils and are happy interludes in the exercise on days of public examinations; and the more agreeable and attractive such exercises, as well as school examinations, can be made, the more rapid and successful will school progress become.

10. *School Prizes and Merit Cards*.—The number of Schools in which prizes are reported as having been distributed to reward and encourage meritorious pupils is 1,801—increase, 93—there has also been an increase in the aggregate amounts of prize books applied for and sent out to the Schools. As noted in my former report, I may remark that in every instance, as far as I can learn, where the distribution of prizes has not proved both satisfactory and beneficial, the failure may be traced to the want of intelligence or fairness, or both, in the awarding of them. In some cases it may be ascribed to the same causes which caused the violation of the law in not holding public examinations of Schools—the want of competence and industry in teachers—their not attending to and recording the individual conduct and progress of each pupil, and, therefore, the absence of data essential to an impartial and intelligent judgment as to the merits of pupils. In other cases, there has been a desire to give something to every pupil without reference to either conduct or progress, in order that none may complain, thus defeating the very object of prizes, and rejecting the principle on which the true system of prizes is established, and on which the Divine Government itself is based, namely, *rewarding every one according to his works*. I may also here repeat again what I have already remarked on this subject, that the hackneyed objection as to the distribution of prizes exciting feelings of dissatisfaction, envy and hatred in the minds of those who do not obtain them, is an objection against all competition, and is therefore contrary to every day practice in all the relations of life. If the distribution of prizes is decided fairly according to merit there can be no *just* ground for dissatisfaction; and facilities are now provided and their employment prescribed, with a view to determine the merit of *punctuality, of good conduct, of diligence, of proficiency* on the part of each pupil during each term of the year—a four-fold motive to exertion and emulation in everything that constitutes a good pupil and a good School. But the indifferent and flagging teacher does not wish such a pressure to be brought to bear upon his every-day teaching and attention to everything essential to an efficient School; nor does he desire the *test* of a periodical examination of his pupils by an examining committee to be applied to his teaching and management of the School. The objection that the distribution of prizes to deserving pupils excites the envy and hatred of the undeserving is a convenient pretext to protect and permit incompetence and indifference on the part of the teacher.

But the existence of such alleged dissatisfaction in no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of pupils. There is often great dissatisfaction on the part of unsuccessful candidates and their friends in the results of Municipal and Parliamentary elections, and the distribution of prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective institutions; nor does it prevent the people generally from honouring with their suffrages those on whose merits they place the most value, even though they may sometimes err in their judgment. Nor do the managers of Agricultural and Horticultural Societies withhold prizes from the most successful cultivators of grains and vegetables, and fruits and flowers, because of dissatisfaction among the envious of the less diligent and less skilful farmers and gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty ; that to him that hath (that is, improves what he hath) shall be given, and the neglecter shall be sent empty away. Providence does not reverse its order or administration, because some persons are discontented and envious at the success of the faithful diligence and skill of others ; nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motives of the life that now is, as well as of that which is to come.

I prefer the order of Providence, and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead-level notions of stationary teachers, and the envious murmurings of negligent and unsuccessful pupils and their too partial friends. Were the true principles, non-personal competition, as laid down in our system of merit cards, carried out by teachers, very little objection would ever be heard against the plan of awarding prizes in Schools.

An explanation of this feature of our School System will be its best justification, and evince its great importance. I therefore present it again as follows :—

A comprehensive catalogue of carefully selected and beautiful prize books has been prepared and furnished by the Department to trustees and Municipalities applying for them ; and, besides furnishing the books at the reduced price, the Department adds one hundred per cent. to whatever amounts may be provided by trustees and Municipal Councils to procure these prize books for the encouragement of children in their Schools. A series of merit cards, with appropriate illustrations and mottoes, has been prepared by the Department, and is supplied to trustees and teachers at a very small charge—half the cost—and these merit cards are to be awarded daily, or more generally weekly, to pupils meriting them. One class of cards is for *punctuality* ; another for *good conduct* ; a third for *diligence* ; a fourth for *perfect recitations*. There are generally three or four prizes under each of these heads ; and the pupil or pupils who get the largest number of merit cards under each head, will at the end of the quarter or half-year, be entitled to the prize books awarded. Thus an influence is exerted upon every part of the pupil's conduct, and during every day of his School career. If he cannot learn as fast as another pupil, that he can be as *punctual*, as *diligent* and maintain as *good conduct*, and so acquire distinction and an entertaining and beautiful book, for *punctuality*, *diligence*, *good conduct*, or *perfect recitations* or exercises, must be a just ground of satisfaction, not only to the pupil, but also to his or her parents and friends. There are two peculiarities of this system of merit cards worthy of special notice. The one is, that it does not rest upon the comparative success of single examinations at the end of the term, or half-year or year, but on the daily conduct and diligence of each pupil during the whole period, and irrespective of what may be done or not done by any other pupil. The ill-feeling by rivalry at a single examination is avoided, and each pupil is judged and rewarded according to his merits, as exhibited in his every day school life. The second peculiarity is, that the standard of merit is founded on the *Holy Scriptures*, as the mottoes on each card are all taken from the sacred volume, and the illustrations on each card consist of a portrait of a character illustrative of the principle of the motto, and as worthy of imitation. The prize book system, and especially in connection with that of *merit cards*, has a most salutary influence upon the School discipline, upon both teachers and pupils, besides diffusing a large amount of entertaining and useful reading.

12. *Prayers and Ten Commandments*.—Of the 4,732 Schools reported, the daily exercises were opened and closed with prayers in 3,910 of them—increase, 207 ; and the Ten Commandments were taught in 3,028—increase, 85. The law wisely provides that “no child can be compelled to be present at religious instruction, reading or exercise, against the wish of his parents or guardians expressed in writing.” The religious instruction, reading and exercises, are like religion itself, a voluntary matter with trustees, teachers, parents and guardians. The Council of Public Instruction provides facilities, even forms of prayer, and makes recommendations on the subject, but does not assume authority to *enforce* or *compel* compliance with those provisions and recommendations. In some instances the reading and prayers may be according to the forms of the Roman Catholic Church ; but generally, those exercises are Protestant. The fact that in 3,910, out of 4,732 Schools, religious exercises of some kind are voluntarily practised, indicates the prevalent religious principles and feelings of the people ; although the absence of such religious exercises in a School does not by any means indicate the absence of religious principles or feelings in the neighbourhood of such

School. There are many religious persons who think the day School, like the farm fields, the place of secular work, the religious exercises of the workers being performed, in the one case as in the other, in the household, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, and the great fulcrum and lever of public freedom and prosperity in a country, it is gratifying to see general and avowed recognition of them in the Public Schools. It is delightful to think that (although in some few instances, this duty may be unworthily performed, yet) from so many humble shrines of learning the prayer for Divine wisdom and guidance goes up with faith to HIM who has promised to give "liberally" to them that ask Him and to upbraid them not.

13. *Text Books*.—In a previous annual report I explained fully the steps which had been taken and the measures adopted, not only to secure a uniform series of text books for the Schools, but a uniform series of excellent Canadian text books, and the complete success of those measures. These text books are now universally used. Though it has been frequently stated that the text books of Schools were so often changed, I desire to state that up to the present time no changes have been made, but once or twice (in arithmetic and grammar) in twenty-five years.

14. *Maps, Globes, and other Apparatus*.—The maps and globes, and most of the other apparatus used in the Schools, are now manufactured in Ontario, forming a most interesting branch of Canadian manufacture. Blackboards are used in 4,599 (or nearly all) the Schools—increase 18; globes are used in 1,726 Schools—increase 142; maps are used in 4,363 Schools—increase 272. Total number of maps used in the Schools, 32,870—increase 2,123.

VI.—TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. The number of Roman Catholic Separate Schools is 170—decrease during the year 1.

2. *Receipts*.—The amount apportioned and paid by the Chief Superintendent from the Legislative Grant to Separate Schools, according to average attendance of pupils, as compared with that at the Public Schools in the same Municipalities, was \$12,450—increase \$938. The amount apportioned and paid for the purchase of maps, prize books and libraries, upon the usual condition of an equal sum being provided from local sources, was \$907—increase, \$93. The amount of School rates from the supporters of Separate Schools, was \$47,167—increase, \$6,033. The amount subscribed by supporters of Separate Schools, and from other sources, was \$22,745—increase, \$7,395. Total amount received from all sources was \$83,269—increase, \$14,459.

3. *Expenditures*.—For payments of teachers, \$49,306—increase, \$3,482; for maps, prize books and libraries, \$2,342—increase, \$626; for other School purposes, \$31,620—increase, \$10,351.

4. *Pupils*.—The number of pupils reported as attending the Separate Schools was 22,073—increase, 667. Average attendance, 11,123—increase, 539.

5. The whole number of teachers employed in the Separate Schools was 269—increase, 15; male teachers, 91—increase, 4; female teachers, 178—increase, 11. Teachers of religious orders, male, 41—increase, 12; female, 53—decrease, 4.

6. The same table shows the branches taught in the Separate Schools, and the number of pupils in each branch; also the number of Schools using maps, apparatus and black-boards.

General Remarks.—1. It is proper for me again to repeat the remark, that the Public Schools of Ontario are non-denominational. Equal protection is secured to, and enjoyed by, every religious persuasion. No child is compelled to receive religious instruction, or attend any religious exercise or reading, against the wishes of his parents or guardians, expressed in writing. I have known of no instance of proselytism in the Public Schools nor have I received, during the year, a single complaint of interference with religious rights so fully secured by law.

2. According to the returns of the religious denominations of teachers, as given in Table D and noted previously, the number of Roman Catholic teachers of the Public Schools is 675, of whom 269 only are teachers in Separate Schools. There were, therefore, 406 (increase during the year, 3) Roman Catholic teachers employed in the non-denominational Public Schools—an illustrative proof of the absence of exclusiveness in

the local as well as executive administration of the School System. I may also observe, that according to the Inspectors' Returns, for 1873, there were 504,869 children in Ontario between the ages of 5 and 16. Of these, according to the proportion of Roman Catholic population, at least 75,000 must be assumed to be the children of Roman Catholic parents. Of these 75,000 Roman Catholic children, only 22,073 (not one-third of the R. C. School population) attend the Separate Schools; the other two-thirds (allowing even 10,000 as not attending any School) attend the Public Schools, in which no less than 406 Roman Catholic teachers are employed; and yet not a complaint has been made of even an attempt at proselytism or interference with religious rights guaranteed by law.

3. It is gratifying to be able to state that several of these Separate Schools are admirably managed, and are doing good service in their localities. The law has been fairly and equitably administered to them, and I hear of no complaint from them.

VII.—TABLE G.—HIGH SCHOOLS, RECEIPTS AND EXPENDITURES, PUPILS' FEES.

Receipts.—The balances reported from the preceding year (that is, of moneys not paid out by the 31st of December, 1873), were \$13,259—increase, 2,960. The amount received by the High School Boards from Legislative Grant for the salaries of teachers, was \$77,126—decrease, \$1,803. The amount of Legislative Grant apportioned for *maps, prize books, etc.*, was \$1,337—decrease, \$275. The amount of *Municipal Grants* in support of High Schools, was \$96,650—increase, \$11,679. The amount received for *pupils' fees*, was \$19,798—decrease, \$471. Balances of the preceding year and other sources, \$39,627—increase, \$11,442. Total receipts, \$246,801—increase, \$23,532.

Expenditures.—For salaries of masters and teachers, \$165,358—increase, \$23,545; for building, rents and repairs, \$32,939—increase, \$1,579; for fuel, books and contingencies, \$32,514—decrease, \$447; for maps, prize books, apparatus and libraries, \$3,402—decrease, \$466. Total expenditure for the year 1873, \$234,215—increase, \$24,209. Balances of moneys not paid out at the end of the year, \$12,585—decrease, \$677.

Number of Pupils, 8,437—increase, 469.

Number of Schools, 108.

VIII.—TABLE H.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES, AND MISCELLANEOUS INFORMATION.

Table H shows both the subjects taught and the number of pupils in such subject in each of the High Schools, the names, university degree (or certificate) of the Head Masters, and the number of masters employed in each School, &c.

No. of Pupils—*English Grammar and Literature*, 8,445; in *Composition*, 7,990; in *Reading, Dictation and Elocution*, 8,356; in *Penmanship*, 7,489; in *Linear Drawing*, 3,397; in *Book-keeping*, 3,524; in *Arithmetic*, 9,261; in *Algebra*, 6,621; in *Geometry*, 3,974; in *Christian Morals*, 1,963; in *Logic*, 390; in *Trigonometry*, 201; in *Mensuration*, 2,654; in *History*, 7,557; in *Geography*, 7,163; in *Natural Philosophy*, 2,301; in *Chemistry*, 2,309; in *Natural History*, 2,792; in *Physiology*, 2,026; in *French*, 2,847; in *German*, 372; in *Latin*, 4,077; in *Greek*, 897; in *Gymnastics and Drill*, 558.

Of the School-houses, 57 were of brick, 25 stone, 22 frame and 1 concrete; 19 were rented or leased, the remainder freehold. Galt has the finest play ground of any of the High Schools—it consists of 7 acres; Lindsay and Metcalfe, 6 acres; London, 5 acres; Barrie and Guelph, 4 acres. The other play grounds vary in size, the smallest being only $\frac{1}{4}$ of an acre—or one fourth of the minimum size required of the smallest Public School. The estimated value of each School-house and site varies from \$35,000 and \$30,000 (Toronto and Peterboro') down to \$100! (Vankleekhill).

66 High Schools were under Union High and Public Schools Boards; Kingston is the oldest High School in Ontario, dating from 1791; Cornwall, 1806; Brockville, 1818; Niagara, 1828; St. Catharines, 1829. 1,847 maps were used in the 108 High Schools; 63 Schools use the Bible; in 94 there were daily prayers; 91 pupils matriculated at some University during 1873; 502 pupils entered mercantile life; 279 adopted agriculture as a pursuit; 290 joined the learned professions; 622 went to other occupations. The num-

ber of masters engaged was 252, nearly all the Schools having now additional masters, a great improvement on the old system, when the great majority of the Schools were content with the services of but one master. This great defect is now remedied, and the High Schools will be in a position to do more justice than formerly to the pupils who attend them.

I shall revert to the subject of High Schools in a subsequent part of this report. In the meantime I would refer to the admirable report to me of the able Inspectors, Messrs. McLellan, Buchan and Marling, in Appendix A.

In regard to the establishment of new High Schools, the Department has not encouraged their multiplication, unless it could be shown that their existence in the locality desiring them was a necessity, and that their proper standing and character could be maintained. With this view, the following conditions were laid down by the Department for establishing both High Schools and Collegiate Institutes :—

“The new School Law provides for the establishment and maintenance of three classes of superior English or Classical Schools, viz :—

“I. HIGH SCHOOLS for teaching Classical and English subjects—in which boys and girls may be instructed together or separately.

“II. HIGH SCHOOLS in which boys and girls may be instructed in English subjects alone.

“III. COLLEGIATE INSTITUTES, for giving instruction in Classical and English subjects, in which there shall be an average daily attendance of at least sixty boys in Greek and Latin.

“CONDITIONS FOR ESTABLISHING HIGH SCHOOLS.

“Parties wishing to have a High School for either class in their locality, authorized by His Excellency the Lieutenant-Governor in Council, are requested to furnish the Education Department with the following information :—

“1. The distance of the proposed High School from the nearest adjoining High Schools.

“2. The population of the town or village municipality in which it is proposed to place the High School.

“3. The boundaries of the proposed new High School District as fixed by the County Council (with copy of the proceedings of Council in the case).

“4. The amount of taxable property in such High School District.

“5. The description of the proposed High School building, as regards—

“(a) Its situation ; the extent of its site ; size of playground ; and extent of outward conveniences, &c.

“(b) Size, site and description of the proposed building ; number of class-rooms devoted to teaching ; room for teacher ; hat, clock, map and book presses, &c.

“6. Written guarantee must be given to the Department by responsible parties, (1) that a suitable building distinct from the Public School-house (or if in the Public School building, on a separate flat, or in a separate wing), will be provided : (2) that at least two competent teachers shall be employed in the proposed High School, and that no preparatory department will be introduced except in the manner provided by law.

“CONDITIONS FOR ESTABLISHING COLLEGIATE INSTITUTES.

“Trustees of High Schools who desire to have the title of COLLEGIATE INSTITUTE conferred upon their School by the Lieutenant-Governor, are requested to furnish the Education Department with the following information :—

“1. The name and designation of each master employed in the School, and the number of his teaching hours per day.

“2. The name and designation of each assistant teacher (if any) and the number of his teaching hours per day.

“3. The aggregate attendance of boys studying Latin or Greek during the whole of the previous civil year, and during the two terms of the School preceding the application.

"4. The daily average attendance of boys in Latin and Greek during the periods named.

"5. The income from all local sources during the preceding civil year.

"6. The description of the proposed Collegiate Institute building, as regards—

"(a) Its situation and extent of its site ; description and size of the building ; and its state of repair.

"(b) The number of rooms devoted to teaching purposes in it ; and their sizes.

"(c) Description of apparatus for illustrating natural philosophy and chemistry ; number and description of maps, number of volumes in library (if any).

"(d) Size of playground and extent of outside conveniences, &c.

"7. A written guarantee must be given by the trustees that no preparatory department or classes will be introduced except in the manner provided by law, and that the requirements of the Act and Regulations in regard to Collegiate Institutes will be fully complied with."

COLLEGIATE INSTITUTES AUTHORIZED BY THE GOVERNOR.

His Excellency the Lieut.-Governor has been pleased to confer upon the undermentioned High Schools the name and privileges of Collegiate Institutes, in accordance with the provisions of the School Law of Ontario, viz :

1. GALT. 2. HAMILTON. 3. PETERBORO'. 4. COBOURG. 5. KINGSTON. 6. ST. CATHARINES. 7. OTTAWA. 8. TORONTO.

IX.—TABLE I.—METEOROLOGICAL OBSERVATIONS.

Of late years the practical value of the science of Meteorology, as I intimated previously, has been recognized by all civilized governments, and systems of simultaneous observations have been widely established, the results of which must tend to elucidate the laws which control atmospheric phenomena. The recent establishment of the storm signal office at Washington, and the extension of the system to this Dominion, will, no doubt, exhibit fresh evidence of the practical value of Meteorological observations. The daily weather reports and the "probabilities" founded on the observations, have been most valuable, instructive and interesting. The system of "drum signals" established on the English coast by the late Admiral Fitzroy, though not appreciated at first, has become a necessity, and, under the good providence of God, has been the means of averting great destruction of life and property. The Admiral, when head of the Meteorological Office in England, thus referred to the importance of returns of temperature, and the especial need of observations in British America :—"Tables of the mean temperature of the air in the year, and in the different months and seasons of the year, at above one thousand stations on the globe, have recently been compiled by Professor Dové, and published under the auspices of the Royal Academy of Sciences at Berlin. This work, which is a true model of the method in which a great body of Meteorological facts, collected by different observers and at different times, should be brought together and co-ordinated, has conducted, as is well known, to conclusions of very considerable importance in their bearing on climatology, and on the general laws of the distribution of heat on the surface of the globe. In regard to *land stations*, Professor Dové's tables have shown that "data are still pressing required from the British North American Possessions intermediate between the stations of the Arctic expeditions and those of the United States ; and that the deficiency extends across the whole North American continent, in those latitudes from the Atlantic to the Pacific." A recent return published under the authority of the Parliament of Canada evinces the gradual progress being made in the establishment of a complete Meteorological system for the Dominion, which cannot fail to be of great service to the cause of science and to the great agricultural as well as the maritime interests of the country.

The High School system of Ontario secures the continuous residence of a class of men, at different points, who are well qualified by education to perform the work of observation, and the law authorizes the establishment and maintenance of a limited number

of stations, selected by the Council of Public Instruction, with the approval of His Excellency the Lieutenant-Governor, at which daily observations are taken of barometric pressure, temperature of the air, tension of vapour, humidity of the air, direction and velocity of the wind, amount of cloudiness, rain, snow, auroras, and other meteoric phenomena. The observations are taken at 7 a.m., 1 p.m., and 9 p.m. The instruments used have been subjected to the proper tests. Full abstracts of the daily records are sent to the Education office monthly, in addition to a weekly report of certain observations, which is prepared for publication in any local newspaper the observer may select. Abstracts of the results for each month are regularly published in the *Journal of Education*, and the observers' reports, after strict examination, are arranged and preserved for further investigation.

In my Report of 1867, the results of most of the observations were presented in the form of synchronous curves, but as the expense proved an objection, a synopsis is now given in figures. For the same reason the important notes of the observers are omitted.

I have pleasure in adding that the observers are, upon the whole, discharging their duties with fidelity, and that through their exertions the materials for investigating the climatology of the Province are rapidly accumulating.

X.—TABLE K.—NORMAL AND MODEL SCHOOLS.

The County examinations held throughout the Province, in 1873, have demonstrated the great value and usefulness of the Normal School. Every one of its students who was examined has acquitted himself well. Of the five who obtained first class certificates in July, 1873, *three*, and of the three who passed in December, 1873, *all* were Normal School students. The great practical value of the instruction given to the students of that institution by the Rev. Dr. Davies, the Principal, Dr. Carlyle and Mr. Kirkland, fully sustain the high reputation which the Institution has acquired throughout the country. The whole system has been of late years brought to a degree of thoroughness and practical efficiency even in its minutest details that I have not witnessed in any other establishment of the kind. The standard of admission to the Normal School has been raised much above that of former years, and therefore the entrance examination (which is always in writing) has been made increasingly severe. 122 of those admitted have been teachers. The establishment of the third mastership, with a view to give greater prominence to the subject of Natural Science, has had a most beneficial and salutary effect upon the introduction and teaching of those subjects in our Public Schools, as required by the new School Act. The newly enlarged buildings for the Model Schools have greatly added to the practical character and efficiency of these Schools of practice in the Normal School course.

Of late years I have felt so impressed with the importance of increased facilities for Normal School training that I have suggested the advisability of establishing additional Normal Schools. I am glad that the subject has not been lost sight of, but that my suggestions will likely be carried out, and possibly two Normal Schools, in addition to the new one at Ottawa, may soon be established.

Table K contains three abstracts, the first of which gives the gross number of applications, the number that had been teachers before entering the Normal School, attendance of teachers in training, certificates, and other particulars respecting them during the twenty-four years' existence of the Normal School; the second abstract gives the counties whence the students have come; and the third gives the religious persuasions of these students.

Table K shows that of the 7,030 admitted to the Normal School (out of 7,748 applications) 3,290 of them had been teachers; and of those admitted, 3,562 were males, and 3,468 were females. Of the 3,562 male candidates admitted, 2,362 of them had been teachers; of the 3,468 female candidates admitted, 1,050 of them had been teachers. The number admitted the first session of 1873 was 141, the second session, 130—total, 271. Of the whole number admitted, 114 were males, and 157 females. Of the male students admitted, 76 had been teachers; of the female students admitted, 46 had been teachers.

XI.—TABLE L.—OTHER EDUCATIONAL INSTITUTIONS.

The Public and High Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must therefore be referred to in order to form an approximate idea of the state and progress of education throughout the Province. Table L contains an abstract of the information collected respecting these institutions. As the information is obtained and given voluntarily, it can only be regarded as an approximation to accuracy, and, of course, very much below the real facts. According to the information obtained, there are 16 Colleges (several of them possessing University powers), with 2,700 students; 265 Academies and Private Schools, with 7,758 pupils, which are kept open 10 months, and employ 429 teachers. Total students and pupils, 10,458.

XII.—TABLE M.—FREE PUBLIC LIBRARIES.*

1. The amount expended in library books during 1873, was \$3,834, of which one-half has been provided from local sources. The number of volumes supplied was 5,367.

2. The value of Public Free Libraries furnished to the end of 1873 was \$147,081—increase, 3,834. The *number of Libraries*, exclusive of subdivisions, 1,283—increase 57. The *number of volumes* in these libraries was 258,879—increase 5,367.

3. *Sunday School Libraries* reported, 2,735. The *number of volumes* in these libraries was 367,658.

4. *Other Public Libraries* reported, 164. The *number of volumes* in these libraries was 128,765.

The *total number of Public Libraries* in Ontario, 4,182. The total of the *number of volumes* in these libraries, 755,302.

6. *Number and classification of public libraries and prize books which have been sent out from the Depository of the Department from 1853 to 1873 inclusive.* The Total number of volumes for *Public Free Libraries* sent out, 258,879. The classification of these books is as follows:—*History*, 44,660; *Zoology and Physiology*, 15,838; *Botany*, 2,904; *Phenomena*, 6,322; *Physical Science*, 4,951; *Geology*, 2,228; *Natural Philosophy and Manufactures*, 13,649; *Chemistry*, 1,597; *Agricultural Chemistry*, 797; *Practical Agriculture*, 10,051; *Literature*, 24,598; *Voyages*, 23,154; *Biography*, 29,476; *Tales and Sketches, Practical Life*, 73,142; *Fiction*, 1,849; *Teachers' Library*, 3,663. Total number of *Prize Books* sent out 627,590. *Grand Total* of library and prize books (including, but not included in the above, 19,807 volumes sent to *Mechanics' Institutes* and *Sunday Schools*, paid for wholly from local sources, 977,217.)

7. In regard to the Free Public Libraries, it may be proper to repeat the explanation that these libraries are managed by Local Municipal Councils and School trustees (chiefly by the latter), under regulations prepared according to law by the Council of Public Instruction. The books are procured by the Education Department, from publishers both in Europe and America, at as low prices for cash as possible; and a carefully prepared classified catalogue of about 4,000 works (which have been approved by the Council of Public Instruction) is printed, and sent to the Trustees of each School Section, and the Council of each Municipality. From this select and comprehensive catalogue the local municipal and school authorities desirous of establishing and increasing a library, select such works as they think proper, or request the Department to do so for them, and receive from the Department not only the books at prices about from twenty-five to thirty-five per cent. cheaper than the ordinary retail prices, but an apportionment in books of 100 per cent. upon the amount which they provide for the purchase of such books. None of these works are disposed of to any private parties, except Teachers and School Inspectors, for their professional use; and the rule is not to keep a large supply of any one work on hand, so as to prevent the accumulation of stock, and to add to the catalogue yearly

* As an instance of what practical use libraries may be in numberless directions, I would call attention to the following statement of the library enterprise of the American Seaman's Friend Society of New York City. The American Seaman's Friend Society has been engaged for several years in supplying sea-going vessels with libraries for the special use of the men in the fore-cabin. They say, "The amount of good accomplished through these libraries is beyond computation. Sea captains pronounce them indispensable help in administering the ship discipline, while seamen acknowledge the personal obligation for what this work has done to ameliorate and elevate their condition. It has wrought, in some instances, the reformation of the whole crew; and everywhere abroad under its influence, intemperance, profanity, and ignorance gave way to intelligence and morality, foreshadowing for our sailors a brighter future through a better informed and a more hopeful life."

new and useful books which are constantly issuing from the European and American Press. There is also kept in the Department a record of every public library, and of the books which have been furnished for it, so that additions can be made to such libraries without liability to send second copies of the same books.

XIII.—TABLE N.—SUMMARY OF THE MAPS, APPARATUS, AND PRIZE BOOKS SUPPLIED TO THE COUNTIES, CITIES, TOWNS AND VILLAGES DURING THE YEAR.

1. The amount expended in supplying maps, apparatus, and prize books for the Schools, was \$42,902; increase, \$636. The one-half of this sum was provided voluntarily from local sources; in all cases the books or articles are applied for, and fifty per cent. of the value paid for by the parties concerned before being sent. The number of Maps of the World sent out was 371; of Europe, 418; of Asia, 327; of Africa, 281; of America, 412; of British North America and Canada, 543; of Great Britain and Ireland, 224; of Single Hemispheres, 272; of Scriptural and Classical, 147; of other charts and maps, 534; of globes, 214; of sets of apparatus, 85; of other pieces of school apparatus, 2,816; of Historical and other Lessons, in sheets, 27,121. Number of volumes of prize books 71,557.

2. It may be proper to repeat that the map, apparatus, and prize book branch of the School System was not established till 1855. From that time to the end of 1873, the amount expended for maps, apparatus, and prize books (not including Public Libraries), was \$408,287, one half of which has been provided from local sources, from which all applications have been made. The number of maps of the *World* furnished is 3,407; of *Europe*, 5,032; of *Asia*, 4,053; of *Africa*, 3,703; of *America*, 4,328; of *British North America and Canada*, 5,005; of *Great Britain and Ireland*, 4,335; of *Single Hemispheres*, 3,387; of *Classical and Scriptural Maps*, 3,110; *other Maps and Charts*, 7,252; *Globes*, 2,554; *sets of apparatus*, 594; single articles of school apparatus, 19,943; *Historical and other Lessons in Sheets*, 225,649; *volumes of Prize Books*, 699,147.

3. I also repeat the following explanation of this branch of the Department:—

The maps, globes, and various articles of School apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum or sums are provided from local sources, are nearly all manufactured in Ontario, and at lower prices than imported articles of the same kind have been heretofore obtained. The globes and maps manufactured (even the material) in Ontario contain the latest discoveries of voyagers and travellers, and are executed in the best manner, as are tellurions, mechanical powers, numeral frames, geometrical powers, &c., &c. All this has been done by employing competitive private skill and enterprise. The Department has furnished the manufacturers with copies and models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School authorities. In this way new domestic manufactures are introduced, and mechanical and artistical skill and enterprise are encouraged, and many aids to School and domestic instruction, heretofore unknown amongst us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to Municipal and School authorities all over the country.

The following Tables will also be found of much interest in connection with this part of our School System.

(1) TABLE SHEWING THE VALUE OF ARTICLES SENT OUT FROM THE EDUCATION DEPOSITORY DURING THE YEARS 1851 TO 1873, INCLUSIVE.

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices without any apportionment from the Legislative Grant.	Total value of Library, Prize & School Books, Maps and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus and Prize Books.		
	Dollars.	Dollars.	Dollars.	Dollars.
1851.....			1,414	1,414
1852.....			2,981	2,981
1853.....			4,233	4,233
1854.....	51,376		5,514	56,890
1855.....	9,947	4,655	4,389	18,991
1856.....	7,205	9,320	5,726	22,251
1857.....	16,200	18,118	6,452	40,770
1858.....	3,982	11,810	6,972	22,764
1859.....	5,805	11,905	6,679	24,389
1860.....	5,289	16,832	5,416	27,537
1861.....	4,084	16,281	4,894	25,229
1862.....	3,273	16,194	4,844	24,311
1863.....	4,022	15,887	3,461	23,370
1864.....	1,931	17,260	4,454	23,645
1865.....	2,400	20,224	3,818	26,442
1866.....	4,375	27,114	4,172	35,661
1867.....	3,404	28,270	7,419	39,093
1868.....	4,420	25,923	4,793	55,136
1869.....	4,655	24,475	5,678	34,808
1870.....	3,396	28,810	6,175	38,381
1871.....	3,300	30,076	8,138	41,514
1872.....	4,421	42,265	10,481	57,167
1873.....	3,834	42,902	7,010	53,746

(2) BOOKS IMPORTS INTO ONTARIO AND QUEBEC.

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of books (not maps or School apparatus) imported into Ontario and Quebec.

YEAR.	Value of Books entered at Ports in the Province of Quebec.	Value of Books entered at Ports in the Province of Ontario.	Total value of Books imported into the two Provinces.	Proportion imported for the Education Department of Quebec.
	Dollars.	Dollars.	Dollars.	Dollars.
1850.....	101,880	141,700	243,580	84
1851.....	120,700	171,732	292,432	3,296
1852.....	141,176	159,268	300,444	1,288
1853.....	158,700	254,280	412,980	22,764
1854.....	171,452	307,808	479,260	44,060
1855.....	194,356	338,792	533,148	25,624
1856.....	208,636	427,992	636,628	10,268
1857.....	224,400	309,172	533,572	16,028
1858.....	171,255	191,942	363,197	10,632
1859.....	139,057	184,304	323,361	5,308
1860.....	155,604	252,504	408,108	8,846
1861.....	185,612	344,621	530,233	7,782
1862.....	183,987	249,234	433,221	7,800
1863.....	184,652	276,673	461,325	4,085
1 of 1864 ..	93,308	127,233	220,541	4,668
1864-1865 ..	189,386	200,304	389,690	9,522
1865-1866 ..	222,559	247,749	470,308	14,749
1866-1867 ..	233,837	273,615	507,452	20,743
1867-1868 ..	224,582	254,048	478,630	12,374
1868-1869 ..	278,914	373,758	652,672	11,874
1869-1870 ..	220,371	351,171	571,542	13,019
1870-1871 ..	146,435	411,518	557,953	13,078
1871 1872 ..	212,644	477,581	690,225	20,315
1872-1873 ..	221,978	540,143	762,121	16,597

(3). THE GENERAL QUESTION PRACTICALLY DISCUSSED.

In every country the interests of education, at least in its elementary organization, are committed to the care and oversight of some department of Government. Experience proves the necessity of doing so. But, it may be asked : "What is expected of such a department in its administration of the system?" "Is it the merely perfunctory duty of keeping a certain statutory machinery in motion, receiving formal reports, and making the same in return, which is expected? Or is it the dealing with the great interest of popular education as if it were the nation's life blood, every pulsation of which indicated a healthy, vigorous growth of intellectual and moral life, or the torpidity of bare existence, maintained at large cost, but producing little fruit and no satisfactory returns?" The prevention of this latter, and the promotion of the former are, we think, the true objects for which popular education is especially entrusted to the care and oversight of a responsible public department. If it be so, the question then is, "How can this be best accomplished, and in what light should the Schools be regarded and treated, so as to bring about the best possible results?" whether as the joint property of the State and people, their interests should be paramount to private interests, or should they be treated merely as institutions that should be made to subserve the interests of the trades and professions, whether it be of booksellers or of private schools, or institutions for the training of School-masters.

(4) PRACTICE AND OPINIONS OF AMERICAN EDUCATIONISTS IN REGARD TO A DEPOSITORY.

The Commissioner of Public Schools in the State of Rhode Island, in discussing the question of School libraries in his report, thus remarks:

"The plan of providing such district School libraries, adopted by the Parliament of Canada West, is undoubtedly the wisest that has yet been acted upon. It is in short this:—The Parliament by vote appropriated a specific sum to purchase a suitable number of books, charts, and articles of apparatus for Schools and School libraries. This sum was expended under the direction of the Superintendent of Public Education, and a large Depository of excellent and select books for the reading of youth and older persons was made at the Office of Education. Whenever any School district or municipality wishes to form a library, it may send to the office of the General Superintendent a sum not less than five dollars, and the Superintendent adds one hundred per cent. to the sum, and returns, at cost price, such books to the district as may, by a committee or otherwise, have been selected from the printed catalogue of the Depository. Thus the books that go into libraries are books that have been well examined, and contain nothing that is frivolous, or that could poison the morals of those who read them; the libraries purchase them at the wholesale price, and of course, can obtain a much larger amount of reading matter for their money than as though they had each made the purchase direct from the booksellers for themselves, and at the same time they are stimulated to do something for themselves, as well as to ask that something may be done for them. It is believed that some such plan might be carried into effect in our own State greatly to the profit of the whole community."

In my *Special Report* to the Legislature in 1858, in regard to the State of New York, I said:—

"The unsatisfactory working and declining state of the Public School library system in the State of New York, as detailed in a preceding page, is a sufficient illustration of the fruits of what is demanded by the bookselling assailants of our public library system, in a country where the private book trade is much more extended in its supplies and operations than in Upper Canada.

"Whether, therefore, our system of providing public libraries, as well as maps, globes and other School apparatus, be considered in regard to the higher or lower grounds above stated, the conclusion is that which was expressed by the President of the American Association for the Advancement of Education, at a late anniversary of that noble society, as quoted by the Earl of Elgin in a speech at Glasgow, after his return from Canada. The report says: 'The President made some remarks on the difficulty in the United States of procuring proper libraries for Schools, keeping out bad books and procuring good ones at reasonable rates, and he strongly recommended the system adopted by the Education Department at Toronto, Canada West.'"

Examples of the practice in the States, and in Nova Scotia, Australia, &c. (which are in the main similar to that in our own Province), will be found on pages 40 and 43 of the *Special Report* just quoted, and pages 100 and 101 of the *Journal of Education* for June, 1867.

(5) CAUTIONS AND WARNINGS OF AMERICAN EDUCATIONISTS.

We have already cited the opinion of two prominent American authorities in favour of the Depository system adopted in this Province. In the *Journal of Education* for June, 1867, will be found regulations similar in effect to those in this Province, which have been adopted in Michigan, Maryland, Nova Scotia and Australia.

We will now quote the following extracts from the Report of the Superintendent of Public Instruction for the State of Michigan on this subject. He says (after speaking of some other difficulties in carrying out their library system) :

"But a worse evil grew up in the systematic plans of peddlers to palm upon the libraries a mass of cheap, trashy and often pernicious literature. One or two wealthy booksellers kept their peddling agents traversing the State, and many are the tricks by which they boasted that they cajoled the Inspectors. A few libraries were well selected and well kept; but so valueless for the public good, and especially for the education of the young, had the great majority become, that all intelligent friends of education desired a change." See an illustration of the existence of this pernicious system of peddling in our Province, given in the *Globe's Book Trade Review* for 1862.*

These "wealthy" and other "booksellers" here mentioned were determined, however, not to permit their "trade" to be interfered with by State authority, and their next course of action in the interest of the "trade" may be best gathered from the following notice, which the State Superintendent found it necessary to issue to the Schools :—

"CAUTION.—School Officers are especially cautioned against travelling book peddlers, who pretending to be agents of the State contractors, or asserting that they will sell cheaper than the contract prices, palm on to the libraries inferior and cheap editions of the works selected, or of worthless books in their places, and in common and frail bindings.

"Every book on this list is contracted for at considerably less than the publisher's retail price for the same in common binding, while the binding provided for by the contract is much more expensive, as well as durable binding, than ordinary cloth or even sheep binding.

"No book peddler can furnish these books in equally good editions, and in equal binding, for the prices given in this circular.

* * * * *

"It is hoped that this simple and easy method of supplying the libraries with books will commend itself to the good sense of the people, and will induce a more liberal support of these valuable agencies of popular education. It would be difficult to devise a more simple plan. It is like bringing a large bookstore home to each district. A large list of good books—more than twice as large as any book store in the State can show—has been selected, with the aid of some of the best men in the State.

* * * * *

"All orders for books and stationery must be sent to the State Superintendent through the Secretary of the Board of School Commissioners, the Secretary keeping an account of the same," &c.

C. S. Stebbins, Esq., in his *Educational Needs of Michigan*, published in 1869, says : "The founders of our School system thought libraries indispensable to furnish reading to the young. *We do not need them now so much to furnish reading as to secure the proper kind of reading.* This, our present law, would do but for *one fatal defect*—a defect as fatal as would be the omission of the connecting rod in a locomotive. * * * And what kind of books were they? Some good ones, doubtless; but generally it were better to sow oats in the dust that covered them than to give them to the young to read

* In the *Globe Newspaper "Trade Review"* for 1862, the writer states that "for years the country has been flooded with the lowest and most trashy class of literature from the American press. Books whose only merit was their bulk and binding, have been hawked into every nook of the Province by a migratory tribe of itinerant peddlers."

Every year, soon after the taxes were collected, the State swarmed with peddlers with all the unsalable books of Eastern houses—the sensational novels of all ages, tales of piracies, murders and love intrigues—the yellow-covered literature of the world.”

In the State of New York the library system has, under the pernicious efforts of itinerant vendors, as just pointed out, greatly declined. The *New York Teacher* thus gives some of the reasons for this decline :

“The Trustees refuse to be troubled with the care of the library, thus consigning it to an unfavourable location in the Section, and often hide it in some dark corner of the garret, or stow it into some out-buildings where its only visitors are rats, mice and spiders. They exercise a low and pernicious taste in the selection of books. *Dark and bloody tales of war and bloodshed, the silly catch-penny publications of unprincipled publishers, and the dry, uninteresting matter of some cheap old book,* usurp the place of the instructive, and elevating, the refining, the progressive issues of reputable publishing houses. They seem to regard it as a great evil that they cannot divert this sacred fund from its appropriate channel. Almost daily applications are made to the State Superintendent for permission to apply the library money to the payment of Teachers’ wages, and that, too, when the Section is destitute of many useful items of apparatus ; sometimes even of a globe and black board.”

(6) STEPS TAKEN BY THE EDUCATION DEPARTMENT FOR ONTARIO TO SUPPLY OUR SCHOOLS WITH CHEAP AND USEFUL BOOKS, MAPS AND APPARATUS, &c.

It now remains for us to state what are the steps which have been taken by the Ontario Department to supply the Schools with prize and library books, maps and apparatus. In 1850 and 1851, I went to England and the United States, and made special and advantageous arrangements with publishers there to furnish the Department with such books, &c., as might be required, at the lowest rates. These arrangements have been revised from time to time. The last revision was made in 1867, when the Deputy Superintendent was authorized to proceed to England to confer with the leading publishers personally on the subject, which he did, and made arrangements with about fifty publishers. From his Report to me on the result of his mission, I make the following extracts. He says : “ Upon enquiry I found that none of our old publishers were disposed to offer better terms than I had been enabled to make with them some years ago. The new publishers, too, were as little disposed as the old ones to offer more than the usual trade terms to exporters. With several of the publishers I had some little difficulty, when I first called, to induce them to modify their terms. They alleged that they had already given us their best export terms for cash. After sundry conferences and explanations, they were at length induced, with two or three exceptions, to agree to an additional discount for cash of 2½, 5, 7½, or 10 per cent. (as the case might be) over and above their former rates of discount to the Department. Five per cent. was the average additional discount which I was thus enabled to secure for the Department, together with the advantage, in most cases, as heretofore, of the odd books, viz. :—7 as 6½, 13 as 12, 25 as 24. This additional discount will be quite sufficient to pay the customs duty which has recently been imposed upon books coming into the Province, and thus enable the Department to supply the Schools with a very greatly increased variety of books at the old rate, viz. : on an average currency for sterling prices (*i. e.* 20 cents for the shilling sterling.)”

These arrangements for the purchase of books, &c., having been explained to the Committee of the House of Assembly, appointed to enquire into the matter, together with the terms on which the books are supplied to the Schools, the Committee reported to the House upon the facts as follows :

“Your Committee have also made a thorough investigation of the Depository department, and find that the existing arrangements for purchasing stock *are satisfactory and well fitted for securing the same on the most favourable terms. The mode of disposing of the books is equally satisfactory.*”

XIV.—TABLE O.—SUPERANNUATED AND WORN-OUT TEACHERS OF PUBLIC SCHOOLS.

1. This table shows the age and service of each Public School pensioner in Ontario up to the close of 1873, and the amount which he receives. The system, according to

which aid is given to worn-out Public School teachers, is as follows :—In 1853, the Legislature appropriated \$2,000, which it afterwards increased to \$4,000 and then to \$6,000 ; on the adoption of the system of compulsory subscriptions, which increased the revenue to \$11,800 for 1873 the vote was again increased, and for 1874 is \$23,100 per annum, in aid of superannuated or worn-out Public School teachers. The allowance cannot exceed \$6 annually for each year the recipient has taught School in Ontario. Each recipient must pay a subscription to the Fund of \$4 for the current year, and \$5 for each year since 1854, if he has not paid his \$4 any year ; nor can any teacher share in the fund unless he pays annually at that rate, commencing at the time of his beginning to teach, or with 1854, (when the system was established) if he began to teach before that time. When a teacher omits his annual subscription, he must pay at the rate of \$5 for that year in order to be entitled to share in the fund when worn out. The Legislative Grant is now sufficient to pay each pensioner the full amount permitted by law, and it is divided among the claimants according to the number of years each one has taught.

2. It appears from the Table that 292 have been admitted to receive aid, of whom 139 have died, have not been heard from, or have resumed teaching, or have withdrawn from the fund before or during the year 1873, the amount of their subscriptions having been returned to them.

3. The average age of the pensioners in 1873, was 65 years ; the average length of time of service in Ontario was 22 years. No time is allowed applicants except that which has been spent in teaching a Public School in Ontario ; though their having taught Schools many years in England, Ireland, Scotland, or the British Provinces, has induced the Council in some instances, to admit applicants to the list of worn-out Public School teachers after teaching only a few years in this Province, which would not have been done had the candidate taught, altogether, only a few years of his life.

OFFICIAL REGULATIONS IN REGARD TO THE SUPERANNUATION FUND.

4. The regulations for the administration of the Superannuated Teachers' Fund, adopted by the Council of Public Instruction, are as follows :—

(1.) Teachers who became superannuated or worn out, on or *before* the first day of January, 1854, and who produce the proofs required by law, of character and service as such, may share in this Fund according to the number of years they have respectively taught a Public School in Ontario by depositing with the Chief Superintendent of Education the preliminary subscriptions to the fund required by law.

(2.) Every teacher engaged in teaching *since* 1854, in order to be entitled, when he shall have become superannuated or worn-out, to share in this Fund, must have contributed to it at the rate of five dollars per annum for each year, from the time when he began to teach up to the time of his first annual subscription of four dollars (as required by the statute), for each subsequent year during which he was engaged in teaching. No subscriptions, either for arrears or otherwise, can be received from those who have ceased to teach [and in all cases the annual payment, unless made within the year for which it is due, will be at the rate of five dollars.*]

(3.) No teacher shall be eligible to receive a pension from this Fund, who shall not have become disabled for further service, while teaching a Public School, or who shall not have been worn out in the work of a Public School teacher.

(4.) All applications must be accompanied with the requisite certificates and proofs according to the prescribed forms and instructions. No certificate in favour of an applicant should be signed by any teacher already admitted as a pensioner on the Fund.

(5.) In case the Fund shall at any time not be sufficient to pay the several claimants

* With respect to the arrears of subscription, it is to be observed that they can be paid at any time while the teacher is still engaged in that capacity, not after he has ceased. No payment is required for any year during which the teacher was not employed, or for any year prior to 1854, even if the teacher was teaching before that time.

It is further to be remembered that payment of the arrears is not *obligatory*, but is to the interest of the teacher, as the years (from 1854), for which there has been no subscription, will not be reckoned in making up the time of service for the pension.

In no case are subscriptions required except for the years of teaching, for which a pension will be earned.

the highest sum permitted by law, the income shall be equitably divided among them, according to their respective periods of service.

(6.) Communications and subscriptions in connection with this Fund, are to be sent to the Chief Superintendent of Education.

EXTRACTS FROM THE SCHOOL LAW.

* * "On the decease of any teacher, his wife, her husband or other legal representative, shall be entitled to receive back the full amount paid into the superannuation fund by such teacher, with interest at the rate of seven per centum, per annum."

* * "Any teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent one-half of any sums paid in by him or her to the Fund." (through the Public School Inspector or otherwise.)

XV.—TABLE P.—EDUCATIONAL SUMMARY FOR 1873.

This table exhibits, in a single page, the number of Educational Institutions of every kind, as far as I have been able to obtain returns, the number of students and pupils attending them, and the amount expended in their support. The whole number of these institutions in 1873, was 5,124—increase, 82; the whole number of students and pupils attending them was 480,679—increase, 7,879; the total amount expended for all educational purposes was \$3,258,125 increase \$437,899; total amount available for educational purposes \$3,633,550—increase, \$477,154.

XVI.—TABLE Q.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN ONTARIO, FROM 1842 TO 1873, INCLUSIVE.

This most important table is highly suggestive, it is only by comparing the number and character of Educational Institutions at different periods, the number of pupils attending them, and the sums of money provided and expended for their support, that we can form a correct idea of the educational progress of a country. The statistics for such comparisons should be kept constantly before the public mind to prevent erroneous and injurious impressions, and to animate to efforts of further and higher advancement.

Congratulations have often been expressed at the great improvements which have been made in all our institutions of education, in regard both to the subjects and methods of teaching, as in the accommodations and facilities of instruction; also in the number of our Educational Institutions, in attendance upon them; and in the provision for their support. But it is only by analyzing and comparing the statistics contained in Table Q, that a correct and full impression can be formed of what has been accomplished educationally in Ontario during the last twenty years. Take a few items, as example. In 1842, the number of Public Schools was only 1,721. In 1851, this had increased to 3,001; and in 1873, to 4,832; and the number of pupils attending them from 168,159 in 1851, to 460,984 in 1873. The amount paid for the support of Public Schools has been increased from \$468,644 in 1851, to \$2,604,526 in 1873, (not including balances not paid at the date of the local reports,) including the amount paid for the purchase, erection, repairs of School-houses and for other purposes, of which there are no reports earlier than 1850, but which at that time amounted to only \$56,756, and \$77,336 in 1851, but which in 1873 amounted to 1,084,403, making the aggregate actually paid for Public School purposes in 1873, with the balances available and not paid out at the date of the local reports, \$2,967,365. These facts will be more clearly seen from the following table, in addition to which may be added the Normal and Model Schools, the system of uniform text-books, maps, globes, apparatus (of domestic manufacture), prize books and public libraries:

REPORT FOR THE YEAR.	1850.	1851.	1860.	1861.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.	1873.
No. of Public Schools reported.	3059	3001	3069	4019	4303	4379	4422	4480	4524	4566	4598	4661	4832
Amt. paid for Public School Teachers' salaries.....	\$ 353716	\$ 391308	\$ 895601	\$ 918113	\$ 1041052	\$ 1066880	\$ 1093516	\$ 1146543	\$ 1175166	\$ 1222681	\$ 1191476	\$ 1371504	\$ 1520123
Amt. paid for erection, repairs of School-houses, fuel and contingencies.	56756	77336	264183	273305	314827	320353	379672	441891	449730	489380	611619	835770	1084403
Balance forward each year.....	24016	16893	164498	189861	189121	220738	197147	200898	202530	232303	321176	322906	362830
Total amount available each year....	434488	485537	1324272	1381279	1545000	1607971	1670335	1789332	1827426	1944364	2134471	2550270	2967365

XVII. THE EDUCATIONAL MUSEUM.

This fourth branch of the Education Department is probably the most attractive as it is both suggestive and instructive. The other three branches are : (1). The department proper for the administration of the laws relative to the Public and High Schools. (2). the Normal School for the training of skilled teachers. (3). The Depository for the supply of maps, apparatus and prize and School books.

Nothing is more important than that such an establishment designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries, and every possible agency of instruction—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of forming the taste and character of the people.

PRINCIPAL CONTENTS OF THE EDUCATIONAL MUSEUM.

The Museum consists of a collection of School apparatus for Public and High Schools, of models of agriculture and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal Museums in Europe, including the busts of several of the most celebrated characters in English and French history, also, copies of some of the works of the great masters in Dutch, Flemish, Spanish, and especially of the Italian Schools of painting. These objects of art are labelled for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that "the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people ;" and the opinion is at the same time strongly expressed that as "people of taste going to Italy constantly bring home beautiful copies of beautiful originals," it is desirable, even in England, that those who have not the opportunity or means of travelling abroad, should be able to see, in the form of an accurate copy, some of the works of Raffaele and other great masters ; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction is in part the result of a small annual sum, which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Ontario Education Grants, for the purpose of improving School architecture and appliances, and to promote art, science and literature, by the means of models, objects and publications, collected in a Museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears from successive reports, to be exerting a very salutary influence, while the School of Art, connected with it is imparting instruction to hundreds in drawing, painting, modelling, &c., &c.

A large portion of the contents of our museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

The more recent additions to the Museum may be referred to under the following heads:—

I.—ASSYRIAN AND EGYPTIAN SCULPTURE.

Of the exceedingly valuable collection of sculptures with which Mr. Layard's explorations at Nineveh have enriched the British Museum, we have several of the most interesting casts authorized by the Museum. This selection includes, I. A colossal, human headed, winged bull; II. A four winged figure with mace; III. Slabs representing (1) Sardanapalus I., with winged human figure and offerings, (2) the eagle headed deity (Nis-roch) with mystic offerings, beside the sacred tree, (3) an attendant (eunuch) with bow and arrows, &c., (4) Sardanapalus and army besieging a city, (5) a royal lion hunt, (6) Sardanapalus II. at an altar pouring a libation over dead lions, (7) Sardanapalus III., and his Queen feasting after the lion hunt, (8) a very striking slab representing a wounded lioness, (9-11) horses, lions, male and female figures; IV. Black obelisk from the great mound set up by Shalmaneser (King of Assyria,) about 850 years B. C. I also procured V. Two most interesting stones (recently added to the British Museum collection,) containing records, in cuneiform character, &c., of the sale of land, about 1120 B.C.; VI. Large statue of Memnon; VII. Lid of large sarcophagus; VIII. Side of an obelisk from Temple of Thoth (from Cairo); IX. Rosetta stone, with inscription in honour of Ptolemy.

2.—CASTS OF GEMS, MEDALS, &c.

(1) A beautiful set of (470) casts of the celebrated Poniatowski gems. (A similar collection is in the Ashmolean Museum, at Oxford.) (2) A set of 170 medals, illustrative of Roman History, the Emperors, &c.; (3) a collection of medals of the Popes; (4) A set of the great seals of England; (5) 38 medals of the Kings of England; (6) 80 of the Kings &c., France; (7) 24 of Roman Emperors, &c.; (8) 250 modern celebrated men; (9) besides numerous casts of medallions, Tazza, pieces of armour, &c., &c.; (10) a beautiful collection of casts of leaves, fruit, &c.; (11) about 60 busts, life size, of noted modern characters, &c.

3.—IVORY CARVINGS, CHROMO-LITHOGRAPHS, PHOTOGRAPHS.

From the collection of the Arundel Society, published in connection with the South Kensington Museum, have been procured, (1) a full set of 150 specimens ivory carvings, of various periods from the second to the sixteenth century, in fictile ivory; (2) 60 chromo-lithographs, beautifully coloured, illustrating Italian art; (3) 573 photographs of National portraits, illustrative of English history, including the Tudor period; (4) 400 miscellaneous photographs of objects of art, scenes, &c.; (5) 170 engravings of modern sculpture.

4.—ELECTROTYPES OF ART TREASURES.

Of the rich and beautiful collection of Elkington and Franchi's electrotypes of art treasures in the South Kensington collection, we have only a small selection owing to the expense of the copies for sale.

5.—FOOD ANALYSIS.

We were enabled to procure from the authorities of the South Kensington Museum, a full set of the printed labels of the numerous samples of Food Analysis exhibited in the Museum. We have specimens of the Analysis boxes with glass covers, so as to enable us to form a similar collection, on a smaller scale, for our own Museum. This collection, when made, will form a most interesting and instructive study for the farmer and food consumers.

6.—INDIA RUBBER MANUFACTURES.

Through the kindness of Messrs. Macintosh & Co., the eminent India Rubber Manufacturers of Manchester, we obtained several interesting specimens of Rubber-work, illustrative of the various uses to which India Rubber is applied. Some of these specimens are highly artistic in design.

7.—NAVAL MODELS.

Beautiful models of war and merchant ships, yachts, and boats, including a line of battle ship, steam ram, and steam vessels.

8.—MISCELLANEOUS.

Greek, Roman and English Coins, with a few curiosities and specimens of Natural History, &c. Samples of Esquimaux dress, etc.

Some striking photographs of objects and places in India, from the India Office in London, and models from the National Life-Boat Association.

The South Kensington Museum is unrivalled in the beauty and extent of its internal fittings and arrangements, no less than in the extent and value of its collections of objects of art, and of industrial and practical value, as well as of articles of *virtu* of great historical interest. It is itself the parent institution of many of the admirable collections and local Museums and Schools of Art throughout the three Kingdoms. The travelling collections of objects of art which it sends to the local exhibitions of these Schools of Art is most varied and interesting. This, it may well be said, is "object teaching" on a grand scale, and in a most attractive form, for the adult masses of England, Ireland and Scotland, and so it emphatically is. This is clearly the policy of the educational authorities in England at present, as it has been for years to some extent on the Continent of Europe. Looking over these large and attractive popular Museums, it is gratifying that we have thus far been enabled by the liberality of our own Legislature, to keep pace in a humble degree with the great efforts which are now being systematically made in England to popularize science and art. These efforts are not only designed to promote this object, but at the same time they tend to interest and instruct the masses not only by cultivating the taste, but by gratifying and delighting the eye by means of well appointed Educational Museums and popular exhibitions.

XVIII.—REPORT OF THE INSPECTORS OF HIGH SCHOOLS.

In connection with recent discussions on the condition of our High Schools, I beg to direct special attention to the Report of the Inspectors of High Schools, which will be found in Appendix A. The Report of the Inspectors J. A. McLellan, Esq., LL.D., J. M. Buchan, M. A., and S. Arthur Marling, M.A., this year is alike replete, with practical remarks and suggestions; it points out most forcibly the defects of many High Schools, and shows clearly, in the interests of higher English, as well as of sound classical education, the necessity of a thorough reform in the present system, as contemplated by the principal provisions of the High School part of the Act which were adopted in 1871 by the Legislative Assembly.

XIX.—EXTRACTS FROM REPORTS OF INSPECTORS OF PUBLIC SCHOOLS.

In all of the most important reports both in Great Britain and the neighbouring States, a large space is devoted to extracts from local reports, as illustrating the practical

working of the system, the inner and practical life of the people in their social relations and development, and their efforts, and even struggles, in the newer parts of the country, to educate their children. I have, therefore, appended (Appendix B) the many excellent remarks which I have received from the Inspectors on the condition and working of our Public Schools.

Character of these Reports.—In reading over these reports, one cannot fail to be struck with the comprehensive survey which the Inspectors take of the new ground which has been assigned to them as their educational field. Being many of them practical teachers of considerable experience, who have risen in their profession, they have at once been able, with tact and discretion, to point out defects and to suggest means of remedying them. These reports have, however, brought out into still stronger relief the following facts,—to which I adverted in my last report,—and which still impede the progress of the Schools in many parts of the country :—

1. *Apathy and Selfishness a cause of Backwardness.*—That the inefficiency and stationary condition of the Schools in many places, does not arise from any complained-of defects in the School law or system, but in most instances from the apathy and misguided selfishness of the parties concerned—in a few instances from the newness and poverty of the settlements.

2. *Spirit and Enterprise of Old and New Townships contrasted.*—That, on the contrary, the gratifying advancement of the Schools in other places does not depend upon the age or wealth of the settlement, but upon the spirit of the people. Some of the oldest settlements of the Province are far behind the greater part of the newer townships.

3. *Best Teachers the Cheapest.*—That the best made shoes, and waggons, and fences, and farm tools are the most serviceable and cheapest in the long run, so the best teachers, and school-houses and furniture, are by far the cheapest, as well as the most profitable for all parties, and all the interests of education and knowledge.

4. *Evils of the "Cheap" Teachers and Bad School-House Accommodation.*—That the most serious obstacles to the education of children in many parts of the country are bad school-house accommodation, and the employment of incompetent and miscalled "cheap" teachers; the only remedy for which is requiring proper school-house accommodation, doing away with the lowest class of teachers, and prescribing a minimum teacher's salary, which will secure the employment and continuance in the profession of competent teachers. That is what the country, as a whole, owes to itself, as well as to the helpless and injured youthful members of it.

CONCLUSION.

In conclusion, I would say that last year, I entered somewhat fully into an exposition and justification of the various new features of our system of Public Instruction, which have been embodied in the "School Law Improvement Act of 1871." I did so with a view to furnish the many friends of our School system with the facts and reasonings illustrative of the necessity for the recent changes in our law, which had influenced me in endeavouring to embody in our School Law certain great principles which underlie and are common to every really comprehensive system of National Education. No intelligent person who has carefully read over the extracts which I gave of the views and proceedings of educationists in other countries can avoid coming to the conclusion, that to have done less than we have done, would be to place this Province in the rear rather than abreast of other educating countries. They would have felt that I should have been recreant to my duty had I failed to strongly press upon the Government and Legislature the necessity of giving their highest sanction to the recommendation which I have made with a view to improve the School Law of this Province—recommendations which were founded upon the knowledge and experience of the most accomplished educationists of the present day.

After now fully thirty years' service, completed in the early part of this month, in promoting what I believed to be the best interests of our School System, I am more than ever profoundly impressed with the conviction of the correctness of the views on these subjects which I expressed in my preliminary *Report on a System of Public Instruction for*

Upper Canada, which I submitted to the Government in 1846. It has been the purpose and aim of my life, since I assumed the direction of the Education Department, to give practical effects to these views, and, with the Divine favour, to secure and perpetuate to my native country the inestimable blessings of a free, comprehensive, Christian education for every child in the land.

I have the honour to be,

Your Excellency's obedient, humble servant,

E. RYERSON.

DEPARTMENT OF PUBLIC INSTRUCTION,
Toronto, October, 1874.

PART II.

STATISTICAL REPORT.
1873.

TABLE A.—The Public

COUNTIES.	RECEIPTS.				
	For Teachers Salaries. (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries. (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.	Clergy Reserve Fund, balances, and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Glengarry	2796 00	302 80	2787 65	12094 17	1872 67
Stormont.....	2297 00	149 50	2108 71	16302 57	1536 62
Dundas	2282 00	77 20	1977 90	19761 69	3698 16
Prescott.....	2114 00	79 00	1411 70	7165 98	1102 42
Russell.....	1178 00	55 16	1143 96	12458 58	3931 10
Carleton.....	4242 00	434 37	3407 65	31061 76	8083 76
Grenville	2461 00	45 35	2155 99	13963 84	5362 84
Leeds	3995 00	299 12	3555 81	28404 67	8388 22
Lanark.....	3851 00	373 19	2911 78	27577 78	6855 15
Renfrew.....	3834 13	151 95	2866 30	21420 37	8086 45
Frontenac.....	3677 00	670 71	3077 16	23804 91	9700 95
Lennox and Addington	3356 00	331 37	2915 08	25025 94	7974 27
Prince Edward	2365 00	157 08	2302 36	22389 65	4433 51
Hastings.....	5913 00	371 68	4386 25	39408 96	12463 74
Northumberland	4593 50	410 37	3676 26	38473 30	16822 55
Durham.....	3811 00	738 03	3521 73	38192 44	8715 16
Peterborough	3671 00	185 53	2469 54	20100 85	4187 16
Victoria.....	4875 00	558 43	4025 88	29673 08	10442 98
Ontario.....	5099 00	538 39	4914 84	42812 08	9701 58
York.....	7220 00	935 51	6462 86	62174 03	40260 15
Peel.....	3083 00	298 53	2651 79	28361 71	11523 59
Simcoe.....	8761 00	670 52	7216 13	58167 04	12272 08
Halton.....	2540 00	434 62	2700 00	25345 38	16683 91
Wentworth.....	3829 00	478 95	3309 64	39157 95	17090 32
Brant.....	2562 00	360 21	2588 99	23506 92	5056 95
Lincoln.....	2567 00	203 38	2568 20	26001 88	9795 22
Welland.....	2499 00	307 02	2531 72	24693 58	12096 09
Haldimand.....	2891 00	188 75	3030 20	32451 62	11504 08
Norfolk.....	4012 00	436 20	3678 72	30442 08	10329 72
Oxford.....	5169 00	616 19	5091 55	45021 25	19157 60
Waterloo.....	3893 00	316 50	3791 60	40737 22	10922 17
Wellington.....	6701 00	600 60	6889 55	67779 55	31663 45
Grey.....	7637 00	933 64	6491 95	51409 04	14497 13
Perth.....	5098 00	508 20	4471 32	46924 71	11100 54
Huron.....	7723 00	651 61	7467 40	72044 39	18160 01
Bruce.....	6237 00	502 86	5190 25	47075 34	29996 41
Middlesex.....	8090 00	987 00	7264 09	74941 80	29121 35
Elgin.....	4133 00	384 92	3592 43	32778 54	9633 90
Kent.....	4479 00	443 80	3931 54	41068 45	13200 80
Lambton.....	4284 00	604 29	3969 61	49280 17	14440 82
Essex.....	3408 00	314 23	3126 36	32448 94	8869 57
Districts.....	1250 00	132 69	975 14	.....	1178 66
Total	174476 63	17239 45	154607 59	1421904 21	491913 81
CITIES.					
Toronto	7601 00	474 32	57062 63	.....	20917 84
Hamilton.....	3655 00	169 52	31670 13	.....	8507 91
Kingston.....	1421 00	80 00	10748 71	.....	1484 90
London.....	2116 00	31 00	22135 92	.....	9104 81
Ottawa.....	3622 00	248 75	39856 84	.....	22730 83
Total	18415 00	1003 59	161474 23	.....	62746 29

Schools of Ontario.

EXPENDITURE.

Total Receipts for all Public School purposes.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Rents and Repairs of School Houses.	For Sites and Building School Houses.	For School Books, Stationery, Fuel, and other expenses.	Total Expenditure for all Public School purposes.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
19853 29	11943 51	605 60	384 29	3012 41	1464 44	17410 25	2443 04
22394 40	12129 59	299 00	578 58	5887 75	1649 69	20544 61	1849 79
27796 95	13949 30	200 23	866 53	8539 85	1882 25	25438 16	2358 79
11873 10	7586 51	158 00	303 46	1185 20	1056 59	10289 76	1583 34
18766 80	8588 68	325 16	828 18	3241 05	1549 05	14532 12	4234 68
47229 54	28747 24	868 74	1843 24	8188 08	2897 70	42545 00	4684 54
23989 02	14570 51	112 15	458 56	4467 22	2202 30	21810 74	2178 28
44642 82	28209 20	598 24	1293 56	3809 45	4174 79	38085 24	6557 58
41568 90	24739 27	746 38	2692 39	6460 19	2932 87	37571 10	3997 80
36359 20	20539 01	876 05	1508 30	7265 03	2630 31	32818 70	3540 50
40930 73	20392 80	1366 89	3152 28	8053 42	3740 19	36705 58	4225 15
39602 66	20897 83	770 69	3383 17	7137 24	3048 84	35237 77	4364 89
31647 60	22093 14	334 90	772 70	2993 71	2588 87	28783 32	2864 28
62543 63	31529 08	743 36	3825 84	13833 28	4411 24	54350 80	8192 83
63975 98	33498 45	820 74	1733 87	16458 95	4661 04	57173 05	6802 93
54978 36	32414 94	1476 06	2238 42	10723 63	3787 24	50640 29	4338 07
30614 08	19497 88	429 24	704 44	2022 74	1951 84	24606 14	6007 94
49575 37	26548 50	1011 59	2117 13	10748 57	7197 64	47623 43	1951 94
63065 89	39164 90	1116 86	3488 74	7363 16	5982 45	57116 11	5949 78
117052 55	55976 65	2025 09	4661 79	27549 03	14765 10	104977 66	12074 89
45918 62	24140 34	631 83	2541 90	9907 72	3499 41	40721 23	5197 39
87086 77	54227 76	1546 83	3191 70	11336 05	6534 59	76836 93	10249 84
47703 91	21509 96	877 52	3226 15	15999 67	2917 47	44530 77	3173 14
63865 86	26954 19	957 90	3464 61	20769 42	4993 92	57140 04	6725 82
34075 07	19785 78	720 42	1598 30	5385 27	3117 36	30607 13	3467 94
41135 68	20877 54	455 63	1474 23	8771 25	2891 55	34470 20	6665 48
42127 41	20246 45	674 57	968 01	8078 83	3850 96	33818 82	8308 59
50065 65	22743 60	377 50	2179 36	14276 00	2931 85	42508 31	7557 34
48898 72	28706 00	872 40	1756 67	6355 23	3870 16	41560 46	7338 26
75055 59	40378 54	1336 91	5152 41	20109 59	6103 18	73080 63	1974 96
59660 49	35022 14	649 67	3110 94	8280 34	3952 30	51015 39	8645 10
113634 15	48480 25	1700 20	3912 80	39528 68	9253 45	102875 38	10758 77
80968 76	47324 11	1867 28	2224 20	14277 10	6259 62	71952 31	9016 45
68102 77	37172 22	1016 40	4358 43	13864 25	4983 31	61394 61	6708 16
106046 41	62062 38	1400 31	5364 88	26208 79	7589 23	102625 59	3420 82
89001 86	41885 51	1393 85	3130 70	27363 71	5276 26	79050 03	9951 83
120404 24	59288 53	1974 00	4793 23	33933 16	6905 01	106893 93	13510 31
50522 79	30922 50	769 84	3522 53	6313 95	3883 49	45412 31	5110 48
63123 59	34317 54	930 80	3400 21	9481 22	5302 06	53431 83	9691 76
72578 89	37506 67	1489 33	4212 61	17357 16	7305 92	67871 69	4707 20
48167 10	24965 90	869 06	3035 95	11966 94	3732 60	44570 45	3596 65
3536 49	2391 71	265 38	78 55	.....	486 27	3221 91	314 58
2260141 69	1213926 61	37662 60	103533 84	488504 29	180222 44	2023849 78	236291 91
86055 79	34576 42	1420 39	3620 39	14916 01	14096 54	68629 75	17426 04
44002 56	24068 32	3410 36	1803 48	6690 00	6933 98	42906 14	1096 42
13734 61	7345 00	160 00	434 15	2600 00	2619 30	13158 45	576 16
33387 73	9409 12	63 25	1953 77	2420 32	3264 49	17110 95	16276 78
66458 42	14558 83	551 76	1792 18	1792 26	11138 39	29833 42	36625 00
243639 11	89957 69	5605 76	9603 97	28418 59	38052 70	171638 71	72000 40

TABLE A.—The Public

TOWNS.	RECEIPTS.				
	For Teachers' Salaries, (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries. (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.	Clergy Reserve Fund, balances, and other sources
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Amherstburgh	251 00	69 50	1410 00	925 00	461 14
Barrie	74 00	58 55	2500 00	377 12	1284 41
Belleville	977 00	81 75	9891 32	1382 59	2075 40
Berlin	368 00	48 30	4473 00	250 70	552 18
Bothwell	135 00	25 00	2159 72	35 57	905 77
Bowmanville	405 00	29 62	4077 42		2286 53
Brampton	283 00		1650 00		478 42
Brantford	1103 00	130 00	9000 00	679 28	2027 34
Brockville	663 00	25 00	4030 00		2312 20
Chatham	773 00	28 85	7965 00	456 85	9725 98
Clifton	223 00	20 00	3800 00	172 26	1162 52
Cobourg	689 00	51 00	4000 00	473 73	3107 44
Collingwood	383 00		3927 21		307 79
Cornwall	312 00		1550 00	181 07	2165 08
Dundas	422 00	7 20	2781 66	1059 21	412 99
Durham	134 00	10 00	2108 17		38 78
Galt	518 00	142 00	4987 00		1792 46
Goderich	536 00	40 00	5000 00		
Guelph	939 00	30 50	7146 64	1146 95	32 09
Ingersoll	544 00		6945 56	577 44	2520 02
Lindsay	557 00	75 00	2514 58	1178 10	4967 68
Milton	126 00	10 50	1177 59		3290 79
Napanee	402 00	80 00	4652 30		5 26
Niagara	216 00	20 45	1273 24	268 85	201 25
Oakville	225 00		926 52	147 30	405 98
Orangeville	199 00		1550 00		1227 14
Owen Sound	455 00		3464 37		104 83
Paris	356 00	13 14	2661 37	182 46	452 66
Perth	329 00	65 00	2057 65	559 92	2102 45
Peterborough	655 00		2300 00	530 00	3941 00
Pictou	308 00		2500 00	469 26	678 34
Port Hope	693 00	88 23	5012 00		3574 24
Prescott	346 00	33 92	1626 62	829 95	848 92
Sandwich	158 00	25 95	1832 90		56 56
Sarnia	393 00	162 00	3394 00	310 00	631 10
St. Catharines	1061 00	58 40	11800 00	1138 40	503 18
St. Marys	420 00		3950 00	238 72	586 50
St. Thomas	297 00	5 00	4500 00	175 00	294 06
Simcoe	250 00	72 20	1338 34		60 00
Strathroy	438 00	26 52	10500 00		264 26
Stratford	584 00	66 05	8384 44	550 00	141 13
Tilsonburgh	217 00		2416 76		758 05
Walkerton	149 00	20 00	2511 00		1124 93
Whitby	374 00	88 64	3062 92		203 66
Windsor	576 00	147 39	8321 75		6262 29
Woodstock	539 00		1000 00		3536 62
Total	20056 00	1855 66	184071 05	14295 73	69871 42
VILLAGES.					
Almonte	282 00		2341 18		1296 89
Arthur	85 00		1077 12	385 00	374 79
Aylmer	120 00		1456 83		40 06
Arnprior	232 00	30 00	2500 00		193 07
ashburnham	166 00		800 00		60 20
Aurora	154 00		1800 00		166 49

Schools of Ontario.—Continued.

EXPENDITURE.							
Total Receipts for all Public School purposes.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Rents and Repairs of School Houses.	For Sites and Building School Houses.	For School Books, Stationery, Fuel, and other expenses.	Total Expenditure for all Public School purposes.	Balances.
\$ cts.	\$ cts.	cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
3116 64	2000 00	139 00	316 79	204 00	285 50	2945 29	171 35
4294 08	2193 37	120 08	128 75	443 40	1365 97	4251 57	42 51
14408 06	5926 47	163 50	839 37	5876 77	1273 93	14080 04	328 02
5692 18	3375 00	96 60	1362 32		467 60	5301 52	390 66
3261 06	1377 50	51 50	35 50	276 00	281 74	2022 24	1238 82
6798 57	2345 21	59 25		2240 45	1797 94	6442 85	355 72
2411 42	1632 50		214 85	172 63	359 64	2379 62	31 80
12939 62	7724 18	839 82	2093 92		1612 33	12270 25	669 37
7030 20	3780 00	60 00	219 85		1557 24	5617 09	1413 11
18949 68	6157 13	83 68	119 18	5821 18	2510 23	14691 40	4258 28
5377 78	1390 00	40 00	263 66	126 41	253 10	2073 17	3304 61
8321 17	3400 00	118 50	446 84	3000 00	806 15	7771 49	549 68
4618 00	1862 50		134 07	1966 04	391 62	4354 23	263 77
4208 15	1770 45			1555 25	880 65	4206 35	1 80
4683 06	2790 70	14 40			1119 42	3024 52	758 54
2290 95	1716 68	21 60	269 63		263 98	2271 89	19 06
7439 46	3798 90	284 00	1034 86		615 01	5732 77	1706 69
5576 00	3541 87	80 00	119 04		1284 62	5025 53	550 47
9295 18	5663 10	61 00	794 83	198 40	1284 84	8002 17	1253 01
10587 02	3390 16		917 13	3673 92	1752 16	9733 37	853 65
9292 36	3923 17	163 20	600 02	894 36	2405 37	7986 12	1306 24
4604 88	1125 00	22 15	72 25	2564 32	165 84	3949 56	655 32
5139 56	2125 97	160 00	56 81	1895 96	895 42	5134 16	5 41
1879 79	1325 00	45 30	71 58		352 51	1791 10	85 60
1704 80	1066 55	5 85	104 76		301 31	1478 47	226 33
2976 14	856 00	13 63	509 00	1261 28	336 25	2976 14	
4024 20	2497 50		104 28		1305 67	3907 45	116 75
3665 63	2220 00	26 28	385 61	57 00	719 37	3408 27	257 36
5154 02	2335 00	130 00	595 75		1402 51	4463 26	690 76
7427 00	3094 49	46 65	126 65	1226 82	2518 59	7013 50	413 50
3955 60	2002 65	20 00	68 26		459 89	2550 80	1404 80
9367 47	4896 01	176 46	246 81	1300 00	2705 74	9325 02	42 45
3685 41	1800 01	66 84	112 21	418 00	620 50	3017 56	667 85
2073 41	1642 68	60 24	75 02		248 17	2026 11	47 30
4890 10	3248 04	324 00	542 32		775 74	4890 10	
14560 98	7818 01	154 40	829 93	2688 14	1878 04	13368 52	1192 46
5195 22	2300 00		233 81	704 90	1031 96	4270 67	924 55
5271 06	1756 00	10 00	261 53	1838 81	1026 44	4892 78	378 28
1720 54	1246 00	144 40	24 95		305 19	1720 54	
11228 78	2091 76	60 62	147 40	7637 34	958 89	10896 01	332 77
9725 62	3274 81	198 55	340 98	4733 39	680 46	9228 19	497 43
3391 81	1549 24		847 38	163 00	619 38	3179 00	212 81
3804 93	1004 88	40 00	220 00	1113 30	1057 87	3436 05	368 88
3729 22	2634 58	177 28	378 72		538 64	3729 22	
15307 43	4152 00	297 39	182 98	4405 60	1698 59	10736 56	4570 87
5075 62	3453 58		166 35		1181 69	4801 62	274 00
290149 86	131274 65	4576 17	16615 95	58456 67	46353 78	257277 22	32872 64
3920 07	1235 00	43 59	108 01	805 20	1384 62	3576 42	343 65
1921 91	885 50	31 00	171 10	331 48	104 78	1523 86	398 05
1616 89	1004 51		394 99	27 99	129 32	1556 81	60 08
2955 07	1600 00	60 00	44 86	477 00	308 99	2490 85	464 22
1026 20	800 00		12 25		202 95	1015 20	11 00
2120 49	845 00		570 89	178 50	146 87	1741 26	379 23

TABLE A.—The Public

VILLAGES.—Continued.	RECEIPTS.				
	For Teachers' Salaries. (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries. (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.	Clergy Fund, balances, and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Bath	82 00	22 00	618 00		385 53
Bolton			1257 65		483 92
Bradford	154 00	18 00	1000 00		18 95
Brighton	184 00		684 00		1436 51
Brussels	106 00		903 66		38 35
Caledonia	170 00		1382 23		49 19
Carleton Place	165 00	15 00	917 97		878 08
Cayuga	110 00		1050 00		258 09
Chippawa	125 00	11 00	800 00		498 01
Clinton	274 00		2340 00		214 33
Colborne	113 00		709 96		278 00
Dresden	139 00	10 00	1934 44		382 36
Dunnville	198 00	16 00	1350 00		886 56
Elora	202 00	5 00	1556 37		380 39
Embro	65 00		473 89		83 34
Exeter	140 00		1012 05		108 46
Fergus	222 00		1480 15	287 00	58 79
Fort Erie	114 00		860 00	21 00	690 64
Forest	149 00	30 00	703 00		1728 45
Gananoque	275 00		3050 26		1805 92
Garden Island	103 00	40 49	507 14		
Georgetown	175 00	47 40	1163 85		73 85
Harriston		20 00	1085 92		286 40
Hawkesbury	226 00		987 25		4639 26
Hespeler	108 00		1117 24		118 40
Holland Landing	87 00	10 00	700 00		117 16
Iroquois	105 00	17 08	518 34		97 72
Kemptville	120 00		700 00		76 22
Kincardine	261 00	9 00	87 82		3468 21
Lanark	101 00	10 00	1180 00		204 04
Listowel	133 00		1652 00		26 51
Lucan	127 00	5 21	1027 75		51 49
Merrickville	126 00		985 00		4807 41
Millpoint	119 00		850 00		446 28
Mitchell	244 00	45 00	2091 00		1020 82
Morrisburgh	159 00	47 00	456 75		
Mount Forest	185 00		2634 22		48 02
Newbury	107 00	25 00	758 88		258 35
Newburgh	113 00	50 00	740 16		
Newcastle	150 00		1296 50		
New Edinburgh	82 00		1000 00		185 06
New Hamburg	138 00		1400 00		510 84
Newmarket	232 00		1450 00	49 00	863 66
Oilsprings	76 00		738 72		269 22
Orillia	197 00	10 00	1736 32		2232 73
Oshawa	435 00		3029 11		406 54
Parkhill	191 00		1717 60	38 00	2202 50
Pembroke	123 00	6 50	1168 82	636 46	254 38
Petrolia	358 00		3900 00		1064 96
Portsmouth	223 00	5 00	864 91	147 75	311 99
Port Colborne	124 00		1200 00	326 25	777 90
Port Dalhousie	142 00		1000 00	214 00	1026 27
Port Perry	238 00	95 18	3507 69		1508 19
Preston	205 00		1600 00	85 55	1114 59
Renfrew	127 36		839 94	215 94	17 39
Richmond	106 00	5 00	1434 73	15 30	574 91
Richmond Hill			900 00	107 98	330 74
Seaforth	187 00	20 50	2550 00		795 17
Smith's Falls	158 00	7 25	1834 10		1295 85

Schools of Ontario.—Continued.

EXPENDITURE.

Total Receipts for all Public School purposes.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Rents and Repairs of School Houses.	For Sites and Building School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1107 53	725 00	44 00	50 80	50 00	111 36	981 16	126 37
1741 57	771 66	25 20	36 55	400 00	226 83	1460 24	281 33
1190 95	901 59	36 00	36 91		153 54	1128 04	62 91
2304 51	777 61			386 87	200 17	1364 65	939 86
1048 01	935 00		36 22		73 84	1045 06	2 95
1601 42	1194 50		5 52		306 40	1506 42	95 00
1976 05	1288 00	30 00	101 65		294 06	1713 71	262 34
1418 09	640 00		229 56		136 37	1005 93	412 16
1434 01	689 38	23 85	41 54		53 38	808 15	625 86
2828 33	2182 28		20 00	29 70	435 97	2667 95	160 38
1100 96	615 00	15 00	126 30		94 80	851 10	249 86
2465 80	1194 00	21 48	381 33	250 00	477 35	2324 16	141 64
2450 56	985 00	47 65	126 99		197 17	1356 81	1093 75
2143 76	1409 57	20 36	81 82	300 00	188 68	2000 43	143 33
622 23	511 30		53 42		57 51	622 23	
1260 51	914 05		43 51		142 44	1100 00	160 51
2047 94	1450 92		223 72		339 63	2014 27	33 67
1685 64	740 00	25 00	82 56		122 62	970 18	715 46
2610 45	615 00	60 00	87 04	1656 00	104 70	2522 74	87 71
5131 18	1270 00		234 86	2577 50	474 53	4556 89	574 29
650 63	500 00	80 98	9 00		60 65	650 63	
1460 10	1150 00	94 80			215 30	1460 10	
1392 32	908 74	40 00	212 13		185 75	1346 62	45 70
5852 51	832 17		3 64	4500 00	138 87	5474 68	377 83
1343 64	963 00		32 42		205 80	1201 22	142 42
914 16	640 38	20 00	20 06	95 97	130 74	907 15	7 01
738 14	550 00	34 18	11 46		69 05	664 69	73 45
896 22	710 00		29 44		95 59	835 03	61 19
3826 03	1560 00	18 00		796 58	1448 32	3822 90	3 13
1495 04	788 39	20 00	78 08		128 06	1014 53	480 51
1811 51	1420 60	6 31	3 75	4 64	177 41	1612 71	198 80
1211 45	1000 00	11 07	62 13		138 25	1211 45	
5918 41	876 00		48 00	4578 57	415 84	5918 41	
1415 28	602 68		34 24		23 91	660 83	754 45
3400 82	1786 92	90 00	234 25		387 23	2498 40	902 42
662 75	528 75	94 00	40 00			662 75	
2867 24	2040 41	1 18	0 75	419 73	318 52	2780 59	86 65
1149 23	597 33	51 05	13 18	65 13	147 92	874 61	274 62
903 16	594 87	100 00	115 49		92 80	903 16	
1446 50	700 00		700 00		46 50	1446 50	
1267 06	700 00		13 65	136 00	193 96	1072 76	194 30
2048 84	1130 04		28 54		143 33	1301 91	746 93
2594 66	1244 50		288 14		310 05	1842 69	751 97
1083 94	780 00		71 75		232 19	1083 94	
4176 05	1568 69	41 65	29 20	1351 00	1067 24	4057 78	118 27
3870 65	2241 00		230 06	808 64	566 07	3845 77	24 88
4149 10	766 00		184 21	3065 36	119 45	4135 02	14 08
2189 16	1794 96	31 75	172 22		182 29	2181 22	7 94
5322 96	2280 00		251 90	1755 41	990 24	5277 55	45 41
1552 65	915 75	10 00	258 64		368 26	1552 65	
2428 15	1010 54	5 00	357 78		192 92	1566 24	861 91
2382 27	1378 00		205 56		294 58	1878 14	504 13
5349 06	3437 75	190 36	110 00		1610 95	5349 06	
3005 14	1580 00		222 92		188 07	1990 99	1014 15
1200 63	806 85			261 00	130 70	1198 55	2 08
2135 94	587 75	10 00		1189 20	41 36	1828 31	307 63
1338 72	750 00				145 32	895 32	443 40
3552 67	1745 00	41 00	236 10	682 75	367 23	3072 08	480 59
3295 20	1433 35	17 29			1533 29	2983 93	311 27

TABLE A.—The Public

VILLAGES.— <i>Concluded.</i>	RECEIPTS.				
	For Teachers' Salaries, (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries, (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.	Clergy Reserve Fund, balances, and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Southampton	118 00		973 86		
Stayner.....			701 98		263 21
Stirling.....	106 00	13 40	938 21		222 65
Streetsville	83 00		662 00		204 54
Thorold.....	197 00	12 69	1325 00		1261 44
Trenton.....	244 00	46 25	1586 25	661 81	479 01
Uxbridge.....	203 00	34 88	1644 41		8536 75
Vienna.....	82 00	55 00	971 40		167 75
Wardsville	76 00		823 88		38 07
Waterloo.....	235 00		2000 00		292 85
Welland.....	153 00		899 10		88 20
Wellington.....	74 00		777 41		11 82
Yorkville.....	299 00	45 21	1425 00		372 34
Total.....	11987 36	840 04	101199 02	3191 04	56217 03
Total Counties	174476 63	17229 45	154607 59	1421904 21	491913 81
Do Cities.....	18415 00	1003 59	161474 23		62746 29
Do Towns.....	20056 00	1855 66	184071 05	14295 73	69871 42
Do Villages.....	11987 36	840 04	101199 02	3191 04	56217 03
Grand Total, 1873.....	224934 99	20938 74	601351 89	1439390 98	680748 55
Do 1872.....	204758 31	20560 48	531391 30	1232101 34	541559 14
Increase	20176 68	378 26	69960 59	207289 64	139289 41
Decrease					

NOTE.—All moneys reported in the Tables represent actual payments made between the 1st January Tables A, B, C, D and E, include the statistics of Separate Schools. These are given

Schools of Ontario.—*Concluded.*

Total Receipts for all Public School purposes.	EXPENDITURE.						
	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Rents and Repairs of School Houses.	For Sites and Building School Houses.	For School Books, Stationery, Fuel, and other expenses.	Total Expenditure for all Public School purposes.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1091 86	784 00		185 71		122 15	1091 86	
965 19	766 20		88 09		72 81	927 10	38 09
1280 26	758 33	26 80	26 54	325 00	84 85	1221 52	58 74
949 54	823 11				67 55	890 66	58 88
2796 13	1823 00	30 88		68 00	441 61	2363 49	432 64
3017 32	1174 95	92 50	64 28	182 20	593 69	2107 62	909 70
10419 04	1220 66	129 90	113 35	5978 36	351 02	7793 29	2625 75
1276 15	815 75	111 00			349 40	1276 15	
937 95	655 00				180 60	835 60	102 35
2527 85	2036 00		69 52		336 84	2442 36	85 49
1140 30	1010 00				130 30	1140 30	
863 23	648 78		6 10		105 22	760 10	103 13
2141 55	1368 59	101 72	158 09		316 50	1944 90	196 65
173434 49	84964 66	2013 70	8322 77	33733 78	22725 43	151760 34	21674 15
2260141 69	1213926 31	37662 60	103533 84	488504 29	180222 44	2023849 78	236291 91
243639 11	89957 69	5605 76	9603 97	28418 59	38052 70	171638 71	72000 40
290149 86	131274 65	4576 17	16615 95	58456 67	46358 78	257277 22	32872 64
173434 49	84964 66	2013 70	8322 77	33733 78	22725 43	151760 34	21674 15
2967365 15	1520123 61	49858 23	138076 53	609113 33	287354 35	2604526 05	362839
2530270 57	1371593 81	47798 58	104394 42	456042 93	227534 37	2207364 11	322906
437094 58	148529 80	2059 65	33682 11	153070 40	59819 98	397161 94	39932 64

and 31st December,
separately in Table F.

TABLE B.—The Public

COUNTIES.	School population, between 5 and 16 years of age.	PUPILS ATTENDING						
		Pupils between 5 and 16 years of age.	Pupils of other ages.	Total number of pupils of all ages attending School.	Boys.	Girls.	AGES	
							Under 5.	5 to 10.
Glengarry	5800	4811	253	5064	2609	2455	29	2134
Stormont	4920	4334	216	4550	2368	2182	29	2086
Dundas	5940	4922	262	5184	2691	2493	17	2410
Prescott	3500	2943	50	2993	1488	1505	9	1558
Russell	3321	2580	264	2844	1531	1313	60	1458
Carleton	9500	7749	295	8044	4187	3857	31	3609
Grenville	5620	4823	242	5065	2601	2464	7	2262
Leeds	8923	7427	492	7919	4154	3765	35	3491
Lanark	7218	6345	243	6588	3514	3074	21	2976
Renfrew	6702	5480	628	6108	3233	2875	36	2715
Frontenac	8001	6292	318	6610	3392	3218	27	3079
Lennox and Addington	6600	5935	408	6343	3321	3022	6	2815
Prince Edward	4610	4395	517	4912	2601	2311	14	2127
Hastings	10408	8776	316	9092	4775	4317	19	4397
Northumberland	9786	8468	613	9081	4866	4215	13	3871
Durham	8601	7537	594	8131	4359	3772	42	3555
Peterborough	6530	5884	229	6113	3183	2930	34	2899
Victoria	9192	8079	385	8464	4336	4128	54	4146
Ontario	11990	10523	803	11326	5989	5337	34	5125
York	16000	14370	1236	15606	8598	7008	50	7262
Peel	6550	6150	500	6650	3606	3044	8	3019
Simcoe	19112	15819	891	16710	8788	7922	84	7858
Halton	5930	4961	339	5300	2896	2404	10	2305
Wentworth	7986	7320	432	7752	4177	3575	25	3545
Brant	5401	4758	383	5141	2745	2396	20	2290
Lincoln	5481	4685	268	4953	2618	2335	20	2303
Welland	5610	4948	328	5276	2794	2482	21	2429
Haldimand	6598	5941	406	6347	3342	3005	1	2867
Norfolk	9037	8547	509	9056	4696	4360	43	4216
Oxford	12000	10079	754	10833	5898	4935	23	4888
Waterloo	9078	8088	348	8436	4768	3668	12	4152
Wellington	15985	14251	698	14949	7841	7108	76	7071
Grey	19603	16970	924	17894	9297	8597	90	8582
Perth	12729	10749	524	11273	6005	5268	34	5306
Huron	21874	19103	917	20020	10720	9300	59	9869
Bruce	15000	13338	617	13955	7496	6459	88	6636
Middlesex	19454	16380	977	17357	9195	8162	71	7817
Elgin	8843	7922	635	8557	4562	3995	56	3688
Kent	10615	9033	425	9458	5038	4420	54	4470
Lambton	10500	9543	338	9881	5166	4715	16	4673
Essex	8008	6789	243	7032	3707	3325	27	3192
Districts	683	489	17	506	275	231	3	281
Total	389149	337536	19837	357373	189426	167947	1408	165832
CITIES.								
Toronto	14000	12296	76	12372	6336	6036	.....	7443
Hamilton	7200	6730	53	6783	3392	3391	19	4673
Kingston	3400	3157	22	3179	1554	1625	.....	1693
London	5204	4736	30	4766	2571	2195	2	2557
Ottawa	5300	4172	54	4226	2245	1981	.....	2760
Total	35104	31091	235	31326	16098	15228	21	19126

Schools of Ontario.

THE PUBLIC SCHOOLS.

OF PUPILS.		NUMBER OF PUPILS ATTENDING SCHOOL.						Number of children between 7 and 12 not attending any school.	Average attendance of pupils.
10 to 16.	16 to 21.	Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.		
2677	224	613	1125	1449	1112	610	155	286	1660
2244	191	611	1088	1361	860	572	58	129	1575
2502	255	659	1142	1424	1139	659	161	53	2609
1378	48	387	695	956	524	391	40	220	961
1122	204	455	538	790	560	369	132	302	1059
4075	329	970	1653	2346	1808	992	275	362	3162
2545	251	619	1211	1510	1035	567	123	101	1980
3961	432	920	1776	2280	1575	1083	285	166	3314
3277	314	757	1392	1767	1370	1012	290	139	2809
2954	403	864	1255	1760	1122	821	286	370	2272
3226	278	1011	1610	1982	1173	682	152	262	2407
3120	402	766	1304	1780	1368	926	199	109	2384
2253	518	437	900	1367	1142	821	245	73	2034
4259	417	1189	2106	2420	1835	1276	266	468	3722
4650	647	1015	1912	2649	1894	1298	313	184	3601
3956	578	840	1789	2331	1786	1133	252	136	3000
2928	252	947	1415	1725	1184	691	151	376	2171
3935	329	1000	1801	2498	1709	1219	237	293	3087
5277	890	1123	2136	2828	2500	1928	811	292	4960
7258	1036	1704	3441	4093	3404	2452	512	527	6192
3126	497	830	1673	1864	1264	905	114	123	2328
7949	819	2144	3773	4641	3448	2211	493	587	5858
2655	330	566	1074	1583	1147	805	125	180	2075
3734	448	749	1599	2371	1687	1151	195	138	3038
2438	393	550	1175	1443	1053	733	187	44	1998
2305	325	655	1080	1460	990	643	125	119	1908
2494	332	661	1160	1620	1117	605	113	103	1897
3033	446	644	1464	1735	1284	976	244	10	2458
4331	466	1125	2134	2671	1872	1055	199	112	3251
5138	784	952	2097	3070	2544	1810	360	141	4490
3940	332	649	1444	2433	1841	1762	307	108	3692
6975	827	1624	3338	4330	3104	1987	566	327	5818
8308	914	2557	4275	5322	3415	1843	482	858	5939
5443	490	1066	2213	3109	2480	1912	493	217	4694
9200	892	2265	4365	5632	4104	3093	561	324	7326
6658	573	1770	3287	4046	2801	1680	371	421	4918
8511	958	1871	3559	4595	3816	2870	646	168	7134
3971	842	959	1915	2444	1771	1164	304	66	3359
4496	438	1207	2029	2669	1982	1272	299	349	3610
4859	333	1178	2095	2711	2077	1562	258	219	3992
3192	221	825	1612	2156	1418	826	195	254	2627
209	13	90	106	138	98	61	13	17	199
170462	19671	41824	77756	101359	74413	50428	11593	9733	142568
4852	77	1051	1963	3220	2444	2563	1131	400	5934
2057	34	346	899	1427	1311	1786	1014	200	3969
1464	22	149	456	752	612	566	644	16	1533
2142	65	616	910	1170	980	904	186	.....	2322
1412	54	310	594	1130	805	1010	377	.....	2030
11927	252	2472	4822	7699	6152	6829	3352	616	15788

TABLE B.—The Public

TOWNS.	School population between 5 and 16 years of age.	PUPILS ATTENDING						
		Pupils between 5 and 16 years of age.	Pupils of other ages.	Total number of pupils of all ages attending School.	Boys.	Girls.	AGES	
							Under 5.	5 to 10.
Amherstburgh	700	639	14	653	327	326	4	311
Barrie	950	909		909	435	474		457
Belleville	2200	2083	19	2102	1005	1097	3	1176
Berlin	893	830	2	832	430	402		467
Bothwell	380	358	5	363	191	172		180
Bowmanville	800	737	5	742	383	359		400
Brampton	619	583	4	587	285	302		325
Brantford	2300	2228	58	2286	1131	1155		532
Brockville	1250	1220		1220	588	632		700
Chatham	1950	1845	103	1948	979	969		1085
Clifton	480	412	28	440	210	230		231
Cobourg	1200	1094	28	1122	645	477		560
Collingwood	1150	1001	9	1010	508	442		441
Cornwall	620	542	8	550	301	249		321
Dundas	1150	1045	8	1053	571	482		576
Durham	300	264	14	278	153	125		104
Galt	1224	945		945	480	465		628
Goderich	1300	1062	20	1082	557	525		611
Guelph	1900	1810	35	1845	844	1001		1048
Ingersoll	1300	1161	20	1181	562	619		685
Lindsay	1500	1266	39	1305	698	607	8	784
Milton	350	313	13	326	178	148		156
Napanee	880	738		738	391	347		246
Niagara	539	348	20	368	157	211	1	123
Oakville	550	521	7	528	298	230		317
Orangeville	650	600	16	616	300	316		257
Owen Sound	1050	960	16	976	514	462	1	575
Paris	805	771	3	774	393	381		394
Perth	1000	672	8	680	337	343	3	389
Peterborough	1600	1427	19	1446	761	685		734
Pictou	655	632	11	643	325	318		301
Port Hope	2450	1555	86	1641	817	824		785
Prescott	600	585		585	295	290		329
Sandwich	350	291		291	122	169		169
Sarnia	1100	1023	5	1028	540	488		557
St. Catharines	2300	2078	40	2118	1101	1017	16	1099
St. Mary's	1000	845	6	851	398	453		639
St. Thomas	1100	1095	6	1101	580	521		588
Simcoe	550	473	6	479	248	231	3	254
Strathroy	900	864	4	868	427	441		510
Stratford	1300	1253	10	1263	660	603		641
Tilsonburgh	510	446	3	449	234	215		222
Walkerton	600	417	16	433	234	199		277
Whitby	900	754	12	766	433	333	12	441
Windsor	1100	1074	5	1079	537	542		630
Woodstock	1220	977	34	1011	501	510	20	554
Total	48225	42746	765	43511	22124	21387	71	22815
VILLAGES.								
Almonte	1000	707	5	712	357	355		351
Arthur	375	360	15	375	204	171		188
Aylmer	450	403	21	424	247	177		177
Arnprior	600	493	6	499	288	211		287

Schools of Ontario.—Continued.

THE PUBLIC SCHOOLS.

F PUPILS.		NUMBER OF PUPILS ATTENDING SCHOOL.						Number of children between 7 and 12 not attending any school.	Average attendance of pupils.
10 to 16.	16 to 21.	Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.		
310	22	39	76	134	136	198	70	125	354
452	.....	60	94	185	228	199	143	.....	454
901	22	122	246	431	568	677	58	109	973
364	1	56	85	214	202	261	14	.....	414
178	5	40	59	91	119	49	5	7	144
337	5	38	80	154	148	243	79	10	405
253	4	28	74	113	128	199	45	26	323
1696	58	139	356	563	519	573	136	70	1215
516	4	85	182	308	248	374	23	.....	660
766	97	237	341	498	455	280	137	.....	683
181	28	32	45	115	81	134	33	.....	235
534	28	125	217	290	154	194	142	.....	531
560	9	132	271	287	165	122	33	.....	355
221	8	42	95	174	130	75	34	.....	226
474	3	123	174	347	248	149	12	.....	416
161	13	13	51	70	75	64	5	.....	111
317	.....	73	148	202	129	262	131	.....	538
451	20	62	138	260	230	298	94	.....	569
762	35	140	340	561	434	322	48	.....	882
476	20	125	191	342	257	236	30	.....	539
482	31	130	264	336	257	287	31	54	646
157	13	27	48	76	75	87	13	6	176
492	.....	127	163	234	149	65	.....	.....	300
225	19	44	64	92	67	52	49	.....	189
204	7	4	102	99	175	144	4	.....	260
343	16	.....	59	162	201	175	19	37	238
385	15	94	136	269	193	274	10	.....	503
376	4	29	87	189	279	165	25	.....	397
283	5	41	54	112	134	246	93	.....	436
693	19	138	237	356	295	303	117	.....	701
323	19	47	183	157	111	122	23	30	350
770	86	187	210	531	401	263	49	.....	682
256	.....	50	87	114	53	144	137	100	315
122	.....	5	4	82	51	59	90	.....	197
466	5	112	148	246	242	269	11	.....	546
974	29	200	317	611	409	397	184	.....	1044
204	8	55	114	239	234	207	2	.....	433
507	6	132	211	318	221	148	71	.....	416
219	3	46	84	119	113	105	12	.....	230
354	4	81	174	283	217	110	3	.....	444
612	10	131	197	297	261	346	31	50	.....
224	3	33	84	111	99	90	32	.....	206
140	16	17	84	78	154	100	.....	.....	214
309	4	79	132	224	156	158	17	.....	471
444	5	113	193	305	227	236	5	.....	509
417	20	102	184	265	202	190	68	139	481
19896	729	3735	6883	11244	9630	9651	2368	763	20511
356	5	54	137	136	124	142	119	293	291
171	16	42	48	106	78	83	18	20	173
226	21	25	75	121	80	82	41	.....	157
206	6	63	103	123	101	92	17	.....	226

TABLE B.—The Public

VILLAGES.—Continued.	School population between 5 and 16 years of age.	PUPILS ATTENDING						AGES	
		Pupils between 5 and 16 years of age.	Pupils of other ages.	Total number of pupils of all ages attending School.	Boys.	Girls.		Under 5.	5 to 10.
Ashburnham	460	301	.....	301	169	132	.....	.....	200
Aurora	368	325	8	333	168	165	.....	.....	159
Bath	190	165	5	170	94	76	.....	.....	89
Bolton	300	214	12	226	99	127	.....	.....	88
Bradford	279	249	2	251	128	123	.....	.....	121
Brighton	320	293	8	301	153	148	.....	.....	148
Brussels	340	318	16	334	196	138	.....	.....	158
Caledonia	400	376	5	381	199	182	.....	.....	187
Carleton Place	500	472	6	478	240	238	.....	.....	337
Cayuga	270	267	4	271	143	128	.....	.....	140
Chippawa	300	253	8	261	146	115	.....	.....	57
Clinton	700	626	1	627	300	327	.....	.....	240
Colborne	324	324	.....	324	166	158	.....	.....	181
Dresden	393	351	16	367	172	195	.....	15	161
Dunnville	300	275	20	295	155	140	.....	.....	80
Elora	550	496	5	501	273	228	.....	1	299
Embro	200	173	14	187	106	81	.....	2	75
Exeter	350	329	6	335	174	161	.....	.....	186
Fergus	500	480	7	487	278	209	.....	.....	229
Fort Erie	300	268	.....	268	151	117	.....	.....	152
Forest	270	261	1	262	133	129	.....	.....	168
Gananoque	684	569	53	622	318	304	.....	30	368
Garden Island	226	185	.....	185	106	79	.....	.....	109
Georgetown	350	329	2	331	166	165	.....	1	169
Harriston	360	347	3	350	171	179	.....	.....	227
Hawkesbury	450	319	7	326	167	159	.....	.....	164
Hespeler	300	272	2	274	149	125	.....	.....	174
Holland Landing	220	188	11	199	101	98	.....	.....	99
Iroquois	220	170	5	175	108	67	.....	.....	88
Kemptville	350	296	12	308	167	141	.....	2	135
Kincardine	750	726	7	733	382	351	.....	7	437
Lanark	201	186	3	189	100	89	.....	.....	112
Listowel	420	380	5	385	190	195	.....	.....	200
Lucan	250	240	11	251	123	128	.....	.....	133
Merrickville	400	376	18	394	220	174	.....	.....	173
Millpoint	260	240	19	259	138	121	.....	.....	139
Mitchell	590	551	15	566	276	290	.....	.....	331
Morrisburgh	336	269	7	276	149	127	.....	.....	196
Mount Forest	590	551	51	602	269	333	.....	.....	300
Newbury	215	205	5	210	92	118	.....	.....	89
Newburgh	300	216	.....	216	111	105	.....	.....	108
Newcastle	300	261	15	276	160	116	.....	2	137
New Edinburgh	180	164	.....	164	75	89	.....	.....	70
New Hamburg	385	328	.....	328	168	160	.....	.....	195
Newmarket	500	434	1	435	241	194	.....	.....	198
Oilsprings	275	194	7	201	83	118	.....	.....	110
Orillia	500	459	2	461	256	205	.....	.....	238
Oshawa	1100	1025	4	1029	550	479	.....	.....	570
Parkhill	450	416	2	418	211	207	.....	.....	252
Pembroke	480	394	16	410	229	181	.....	.....	198
Petrolia	1300	866	8	874	489	385	.....	.....	512
Portsmouth	350	264	.....	264	119	145	.....	.....	129
Port Colborne	400	385	6	391	196	195	.....	.....	204
Port Dalhousie	380	329	34	363	200	163	.....	5	152
Port Perry	650	544	6	550	276	274	.....	.....	280
Preston	450	398	.....	398	199	199	.....	.....	204
Renfrew	320	310	4	314	160	154	.....	.....	141

Schools of Ontario.—Continued.

THE PUBLIC SCHOOLS.

OF PUPILS.		NUMBER OF PUPILS ATTENDING SCHOOL.						Number of children between 7 and 12 not attending any school.	Average attendance of pupils.
10 to 16.	16 to 21.	Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.		
101	.....	21	39	71	67	100	3	25	138
166	8	45	56	92	61	49	30	.....	178
76	5	12	20	22	34	35	47	3	104
124	14	19	31	88	46	30	12	.....	128
128	2	2	20	53	54	53	69	.....	126
145	8	35	64	63	68	69	2	20	146
160	16	39	63	94	69	62	7	3	138
189	5	49	60	96	80	89	7	15	184
135	6	53	68	112	99	110	36	20	207
127	4	26	70	63	63	40	9	.....	174
196	8	14	30	63	66	74	14	30	138
386	1	30	144	170	145	105	33	.....	349
143	.....	20	61	82	69	51	41	.....	138
175	16	41	67	78	61	88	32	.....	174
195	20	.....	60	130	130	50	55	.....	155
197	4	5	39	98	143	177	39	7	258
98	12	5	31	56	68	23	4	.....	73
144	5	15	45	83	83	81	28	1	164
245	13	39	71	110	117	121	29	.....	221
116	.....	40	56	84	43	44	4	.....	97
93	1	33	43	65	50	71	.....	.....	84
201	23	77	115	158	121	129	22	.....	344
76	.....	6	20	32	52	61	14	30	104
160	1	33	60	98	56	74	10	.....	146
120	3	12	60	115	58	68	37	.....	165
155	7	33	73	161	43	16	.....	25	95
98	2	16	43	44	41	74	56	3	160
89	11	21	31	68	44	33	2	6	82
82	5	20	35	45	33	37	5	.....	73
159	12	3	39	66	73	60	67	.....	156
282	7	92	135	243	143	113	7	.....	277
74	3	12	34	57	52	17	17	.....	89
180	5	20	43	122	132	60	8	10	180
107	11	9	12	56	72	81	21	.....	163
186	35	53	75	71	94	48	53	.....	102
101	19	17	27	102	75	30	8	.....	104
220	15	43	64	101	159	162	37	15	321
74	6	12	42	89	64	67	2	30	138
276	26	32	89	143	127	177	34	.....	292
116	5	12	15	25	40	48	70	12	73
108	.....	33	30	46	53	54	.....	20	96
124	13	27	52	76	67	49	5	.....	122
94	.....	16	25	38	46	39	.....	.....	84
133	.....	11	58	69	84	96	10	.....	164
236	1	46	78	108	80	81	42	.....	213
84	7	15	57	59	30	39	1	21	81
211	12	13	71	157	139	43	38	.....	213
455	4	87	188	339	168	120	127	.....	452
164	2	61	71	102	88	92	4	.....	177
196	16	45	80	108	77	87	13	124	168
354	8	121	175	199	170	178	31	250	367
135	.....	7	17	76	64	58	42	112	148
181	6	31	82	71	99	77	31	.....	153
177	29	28	67	84	80	95	9	30	176
250	20	45	101	153	118	117	15	4	236
194	.....	32	44	89	74	137	22	50	214
169	4	11	42	118	100	31	12	.....	132

TABLE B.—The Public

VILLAGES.— <i>Concluded.</i>	School population between 5 and 16 years of age.	PUPILS ATTENDING						
		Pupils between 5 and 16 years of age.	Pupils of other ages.	Total number of pupils of all ages attending School.	Boys.	Girls.	AGES	
							Under 5.	5 to 10.
Richmond	200	183		183	95	88		73
Richmond Hill	274	221	8	229	108	121		74
Seaforth	463	434	8	442	228	214		236
Smith Falls	536	498		498	259	239	1	286
Southampton	367	337	8	345	174	171		72
Stayner	500	435	8	443	221	222		228
Stirling	330	223	3	226	99	127		110
Streetsville	230	203	4	207	113	94		121
Thorold	600	570	11	581	279	302	2	315
Trenton	600	542	6	548	317	231	2	311
Uxbridge	500	399	55	454	227	227		232
Vienna	275	215	7	222	99	123		112
Wardsville	214	182	3	185	105	80		117
Waterloo	550	478	6	484	254	230		231
Welland	350	326		326	172	154		193
Wellington	150	131	18	149	80	69		65
Yorkville	721	551	4	555	283	272		364
Total	32391	28093	681	28774	14967	13807	70	14939
Total Counties	389149	337536	19837	357373	189426	167947	1408	165832
“ Cities	35104	31091	235	31326	16098	15228	21	19126
“ Towns	48225	42746	765	43511	22124	21387	71	22815
“ Villages	32391	28093	681	28774	14967	13807	70	14939
Grand Total, 1873	504869	439466	21518	460984	242615	218369	1570	222712
“ 1872	495756	433664	20998	454662	238848	215814	2274	217618
Increase	9113	5802	520	6322	3767	2555		5094
Decrease							704	

Schools of Ontario.—*Concluded.*

THE PUBLIC SCHOOLS.

OF PUPILS.		NUMBER OF PUPILS ATTENDING SCHOOL.						Number of children between 7 and 12 not attending any school.	Average attendance of pupils.
10 to 16.	16 to 21.	Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.		
110		2	10	62	94	6			48
148	7	3	36	60	43	55	32	86	100
198	8	21	72	141	99	105	4		204
211		32	56	111	97	169	33	28	265
265	8	56	73	78	82	41	15	12	148
207	8	61	86	119	79	85	13		198
113	3	8	25	48	45	100		10	155
82	4	25	37	59	42	42	2	13	91
255	9	115	81	166	117	79	23		224
213	22	49	120	168	110	82	19		215
222		43	67	109	113	115	7	40	202
103	7	23	34	62	58	40	5		197
65	3	12	46	42	55	28	2		78
247	6	34	42	87	126	162	33		260
133		40	51	99	67	69			153
64	20	10	29	42	32	36			63
187	4	52	125	141	114	97	26		241
13142	623	2465	4681	7481	6388	5977	1782	1368	13233
170462	19671	41824	77756	101359	74413	50428	11593	9733	142568
11927	252	2472	4822	7699	6152	6829	3352	616	15788
19896	729	3735	6883	11244	9630	9651	2368	763	20511
13142	623	2465	4681	7481	6388	5977	1782	1368	13323
215427	21275	50496	94142	127783	96583	72885	19095	12480	192190
213566	21204	51075	93333	123569	97136	71270	18279	12323	188701
1861	71	579	809	4214	553	1615	816	157	3489

TABLE C.—The Public

NUMBER OF PUPILS IN THE

COUNTIES.	READING.						Spelling.	Writing.	Arithmetic.	Grammar.	Object Lessons.	Composition.	General Geography.	Canadian Geography.
	1st class, (lowest.)	2nd class.	3rd class.	4th class.	5th class.	6th class.								
Glengarry	2250	1037	582	880	218	97	4130	3804	3633	2006	775	1199	1702	1034
Stormont	1351	851	799	732	697	120	3622	2885	2903	1234	263	709	1378	589
Dundas	1200	815	868	828	848	625	4077	3087	3057	1174	.....	384	1275	419
Prescott	1265	768	780	180	.....	.....	2669	2134	2358	794	76	594	1107	389
Russell	1399	750	400	162	71	62	2069	1826	1844	774	587	484	822	244
Carleton	2276	1527	1591	1491	912	247	6030	5926	5234	2104	403	1141	2049	1386
Grenville	1988	953	924	857	319	24	3977	3677	3669	1705	123	769	1704	538
Leeds	3124	1837	1715	1049	176	18	6509	5739	5636	3501	508	1201	3311	1689
Lanark	2847	1708	1078	887	68	.....	5716	5044	5083	2913	1275	1803	3214	1708
Renfrew	2000	1108	1140	970	560	330	4061	4365	3309	1662	578	907	1658	1087
Frontenac	3216	1825	1014	521	34	.....	5818	4485	4532	2638	180	876	2965	1175
Lennox	2816	1642	1537	348	.....	.....	5965	5704	5428	3190	3183	2448	4387	1399
Addington														
Prince Edward	1593	971	1056	1042	229	21	4232	3977	4041	2395	977	1998	2965	1856
Hastings	4380	2205	1501	883	123	.....	6691	6382	6202	3022	2940	2892	4107	1887
Northumberland	3843	2148	1705	1097	233	55	7774	7133	6727	4593	1782	2297	4921	3192
Durham	3364	1706	1489	1223	340	9	6699	6108	6235	3609	2557	2801	4284	2341
Peterborough	2035	1229	1247	925	594	83	5298	5480	4587	2101	309	1396	2662	1498
Victoria	3785	1868	1484	973	326	28	7107	6106	6240	3459	1276	1679	3343	1693
Ontario	4353	2416	2333	1614	500	110	9799	8588	8284	4930	3150	3533	5052	2646
York	5997	2943	2723	2427	1135	381	13971	12550	12086	6359	4339	4717	6699	4443
Peel	3520	1363	867	818	81	1	5897	5076	4912	2998	934	1889	3072	1950
Simcoe	6984	3853	3272	2111	458	32	12036	11024	10637	6464	1356	3751	6908	3567
Halton	2551	1301	863	552	33	.....	4781	4594	4507	2555	1342	2392	2129	1630
Wentworth	3229	1728	1379	1079	297	40	6768	5911	6167	3587	1613	1951	3832	2592
Brant	1766	917	886	817	549	206	4433	3937	3602	2478	1648	1875	2782	1702
Lincoln	1794	974	899	787	413	86	4031	3425	3648	1729	1084	964	2227	1325
Welland	1993	1161	990	690	402	40	4439	4308	4122	1156	411	1345	2453	1023
Haldimand	1900	1149	1324	1179	658	137	5377	4472	4605	2763	303	1605	2956	1512
Norfolk	2773	1851	1955	1559	892	26	7557	6336	6521	2560	688	1585	3346	1710
Oxford	4872	2573	1871	1361	156	.....	8981	8123	8440	5206	2540	2862	5775	3413
Waterloo	5055	2094	958	293	36	.....	7423	7383	7467	3442	5563	3437	4486	2359
Wellington	5378	3322	2980	2483	709	77	12510	10619	10536	5838	1483	3172	6137	3650
Grey	5941	4091	3944	2485	978	455	13981	11634	11982	5241	1997	2524	5369	3732
Perth	4757	2373	2066	1642	435	.....	9499	8500	8391	4573	1668	2721	4639	3764
Huron	8996	4406	3271	2625	710	12	18143	16370	16303	9252	8118	8204	10211	7394
Bruce	5778	3341	2678	1735	360	63	11043	9699	10168	5200	3647	3889	5516	3966
Middlesex	5917	3538	3452	2723	1143	584	14618	13148	13064	7082	2443	4681	8083	5105
Elgin	2266	1448	1815	1643	1383	2	6584	6112	6136	3744	2310	2210	3675	1447
Kent	4722	2179	1431	879	226	21	8208	7421	7264	3872	4786	3636	5076	2586
Lambton	3719	1955	1790	1539	686	192	8028	6851	6788	3873	1669	2549	4499	2728
Essex	2687	1516	1274	892	497	166	5587	4812	4978	2121	2748	1244	3236	1538
Districts	176	123	124	64	16	3	403	397	394	217	34	86	201	151
Total	141856	77563	66055	49045	18501	4353	296561	265152	261970	140114	73866	92400	156213	90357
CITIES.														
Toronto	4171	2584	2628	1600	1149	240	10122	8431	10056	5494	1266	2209	8841	4281
Hamilton	2350	1218	1726	892	272	325	6555	6368	6368	2027	4885	1361	5938	5538
Kingston	1178	686	472	500	172	171	2790	2474	2478	1382	1481	1118	1793	971
London	1753	1263	874	578	298	.....	3119	2066	3200	1836	2116	1836	3119	2036
Ottawa	1758	800	990	435	183	60	3030	3537	3659	1938	2235	1064	2228	2152
Total	11210	6551	6690	4005	2074	796	25616	23476	25761	12677	11983	7588	21919	14978

Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Ancient History.	Modern History.	Canadian History.	English History.	Christian Morals.	Civil Government.	Human Physiology.	Natural History.	Natural Philosophy.	Agricultural Chemistry.	Botany.	Algebra.	Geometry.	Mensuration.	Book-keeping.	Domestic Economy (Girls only.)	Linear Drawing.	Vocal Music.	Gymnastics or Military Drill.
188	211	444	315	145	.....	32	102	41	43	29	42	27	6	102	20	764	1053	254
84	98	234	160	234	32	.....	24	1	20	26	39	6	52	86	.....	80	442	6
67	106	260	220	.....	.....	17	.....	14	3	7	32	10	.....	57	.....	.....	30	.....
45	29	245	72	995	.....	13	10	10	.....	14	13	5	17	20	.....	54	424	.....
41	10	110	23	143	6	.....	7	3	4	4	8	6	3	18	.....	384	345	1
146	308	670	583	467	136	70	63	41	65	36	97	66	55	146	13	361	835	43
46	118	370	331	95	38	8	13	10	21	2	43	8	12	96	21	129	619	26
133	329	512	853	109	2	53	94	47	96	89	101	23	103	190	18	263	622	.....
99	134	355	390	200	.....	12	3	3	29	.....	22	17	3	39	.....	407	788	51
25	62	254	260	198	.....	6	21	35	51	8	46	13	35	45	.....	92	198	41
26	78	299	291	.....	.....	11	69	25	58	21	30	4	12	82	10	199	1005	24
17	12	191	256	226	.....	.....	61	.....	75	14	.....	.....	.....	95	10	594	1614	12
208	360	779	849	627	393	528	459	121	378	407	185	61	85	343	9	1601	669	20
141	313	531	639	1170	350	116	141	43	314	57	50	22	74	192	4	2890	3246	716
153	323	540	779	774	35	123	87	93	62	91	185	109	69	183	49	649	1310	149
198	419	797	954	324	111	614	384	165	478	246	266	130	151	230	22	889	1768	239
109	288	372	568	947	37	46	170	44	89	94	54	18	62	124	71	394	793	186
244	306	311	796	891	44	385	350	80	209	193	101	36	66	129	9	992	2897	242
300	518	819	1377	1548	426	408	402	185	261	193	192	104	136	298	33	1126	2344	661
409	1004	1771	2303	913	300	498	585	160	486	230	290	149	224	545	107	4017	5048	814
68	445	572	759	149	.....	88	251	32	229	123	74	48	74	111	18	567	1082	974
463	740	1172	1416	1551	489	484	216	117	273	160	155	102	94	382	40	1063	2275	288
4	.....	534	544	202	.....	66	294	50	329	58	59	26	49	89	32	1900	1229	88
129	430	759	663	685	78	297	11	115	173	102	196	95	154	256	39	1023	2004	54
164	252	518	818	269	1	362	295	30	108	161	149	32	117	187	11	1372	923	20
198	198	442	429	124	.....	82	.....	18	34	18	79	21	75	169	.....	186	473	149
110	135	73	426	218	47	234	107	110	90	74	147	30	60	184	18	570	1206	4
85	247	672	1027	95	.....	252	72	98	142	164	179	84	129	195	60	281	547	30
100	423	431	971	479	23	341	205	53	101	167	174	147	91	414	50	846	1300	172
170	402	832	1111	81	.....	377	218	44	370	163	104	53	70	193	23	1598	2339	89
50	138	352	383	983	32	165	271	72	264	240	41	27	76	40	68	4183	5231	87
425	799	761	1790	782	181	526	175	121	181	174	190	141	212	341	114	1183	3929	615
211	622	565	1624	1215	213	393	229	64	161	139	175	72	112	317	39	1512	3566	171
314	624	769	1397	335	143	785	50	255	141	115	348	146	350	125	.....	496	4114	58
278	741	935	2010	966	100	684	550	182	474	424	204	212	287	333	34	6803	5507	551
322	631	884	1157	732	30	567	431	147	323	169	143	98	230	282	125	1653	3734	327
576	985	1294	2200	423	121	767	387	162	303	447	311	186	272	379	52	1422	3518	634
342	567	512	1191	.....	.....	503	184	173	304	63	271	133	125	444	10	337	333	.....
111	348	752	739	930	109	326	417	148	434	344	217	131	192	256	38	3481	3420	289
135	302	527	723	491	50	134	223	57	50	195	95	26	71	163	24	410	1486	.....
77	168	329	273	168	.....	98	45	9	2	164	40	11	30	50	4	580	209	11
4	19	19	47	.....	.....	2	11	12	.....	.....	6	3	5	6	.....	.....	134	37
7015	14242	23568	33717	20884	3527	10480	7683	3193	7228	5425	5243	2638	4040	7937	1195	52751	74609	8132
916	1220	2408	2258	1824	.....	.....	2321	1474	1139	88	798	423	826	1117	467	1680	7406	72
30	40	798	157	6783	.....	342	.....	74	.....	.....	25	6	117	30	150	4935	4207	40
104	249	481	451	2921	.....	121	281	146	.....	270	129	60	151	161	.....	1749	1830	.....
969	1736	969	1736	584	.....	899	524	549	769	769	355	20	315	60	184	764	2869	769
755	755	755	755	2235	2235	448	448	207	207	207	247	228	327	333	90	2255	3029	.....
2774	4000	5411	5357	14347	2235	1810	3574	2450	2115	1334	1554	737	1736	1701	891	11383	19341	881

TABLE C.—The Public

NUMBER OF PUPILS IN THE

TOWNS.	READING.						Spelling.	Writing.	Arithmetic.	Grammar.	Object Lessons.	Composition.	General Geography.	Canadian Geography.
	1st class (lowest.)	2nd class.	3rd class.	4th class.	5th class.	6th class.								
Amherstburgh	286	212	79	64	9	3	583	590	544	193	147	131	316	315
Barrie	331	315	140	91	24	8	768	720	740	352	331	309	253	199
Belleville	1077	344	265	371	45	.....	1833	1859	1857	1151	1227	915	1368	944
Berlin	497	224	59	40	12	.....	778	778	769	369	619	233	730	109
Bothwell	100	102	59	50	52	.....	58	199	239	126	.....	211	.....	.....
Bowmanville	271	110	212	149	.....	.....	742	548	644	361	93	331	567	288
Brampton	312	96	105	74	.....	.....	572	427	431	275	377	275	395	219
Brantford	873	638	435	165	125	50	1986	1762	1755	909	1365	694	1250	1318
Brockville	528	225	273	131	63	.....	1016	1164	1004	562	.....	194	623	349
Chatham	870	413	327	168	102	68	1762	1419	1466	843	773	891	815	161
Clinton	177	91	42	65	65	.....	414	403	403	253	271	134	342	121
Cobourg	450	266	210	131	55	10	843	849	886	710	74	427	687	628
Collingwood	214	308	272	156	60	.....	951	814	786	284	.....	248	498	488
Cornwall	250	109	91	57	43	.....	550	401	481	228	295	223	328	192
Dundas	330	211	236	141	112	23	854	818	856	529	50	165	759	592
Durham	60	45	102	51	16	4	268	228	258	173	.....	71	198	198
Galt	447	144	145	76	78	55	700	941	795	361	347	354	420	222
Goderich	368	243	317	154	.....	.....	1082	1082	1082	471	928	714	1082	1082
Guelph	626	382	361	251	120	105	1703	1607	1615	953	703	797	1030	739
Ingersoll	555	191	146	190	99	.....	856	1128	1128	535	796	535	681	454
Lindsay	587	318	251	115	28	6	564	960	1143	560	763	302	763	471
Milton	164	76	28	47	11	.....	302	326	260	162	.....	130	86	162
Napanee	338	281	72	47	.....	.....	738	738	632	400	738	400	738	119
Niagara	147	81	58	61	21	.....	337	272	341	241	101	80	332	184
Oakville	167	119	116	126	.....	.....	324	310	408	244	.....	151	340	120
Orangeville	362	90	97	67	.....	.....	500	500	450	450	.....	67	450	367
Owen Sound	365	104	278	229	.....	.....	946	667	767	377	84	229	712	248
Paris	253	186	158	177	.....	.....	774	718	748	475	415	171	708	19
Perth	330	109	107	122	12	.....	521	345	518	401	.....	189	225	25
Peterborough	607	225	180	351	39	44	1272	1255	1388	685	513	468	728	453
Pictou	175	118	90	143	117	.....	643	608	608	350	221	250	606	496
Port Hope	864	292	189	163	133	.....	1641	1172	1204	744	485	485	862	291
Prescott	206	128	132	96	18	5	550	465	450	330	405	112	355	160
Sandwich	99	89	70	33	.....	.....	290	277	277	187	111	141	241	01
Sarnia	584	123	120	191	10	.....	867	809	843	386	.....	259	896	880
St. Catharines	745	462	348	249	152	162	2098	1898	1960	1039	917	973	1772	1540
St. Mary's	448	119	97	93	94	.....	821	741	590	321	390	172	565	565
St. Thomas	446	317	181	151	6	.....	879	789	819	439	580	262	588	588
Simcoe	80	90	119	98	92	.....	479	479	479	399	170	399	479	309
Stratford	657	304	84	208	10	.....	1123	1123	1123	429	815	379	802	282
Strathroy	280	209	119	116	144	.....	868	868	868	403	592	403	403	403
Tilsonburgh	186	107	75	79	2	.....	449	353	449	254	107	81	296	173
Walkerton	187	96	79	71	.....	.....	358	358	358	269	433	358	358	121
Whitby	235	174	182	158	17	.....	714	710	685	455	236	224	469	432
Windsor	512	196	230	120	21	.....	884	725	831	495	373	229	650	397
Woodstock	216	266	170	151	208	.....	1011	1011	1011	645	360	334	1011	493
Total	17862	9348	7506	6037	2215	543	38272	36214	36949	20778	17205	14889	27988	17317
VILLAGES.														
Almonte	184	128	297	103	.....	.....	628	628	628	400	.....	103	400	400
Arthur	139	146	48	34	6	2	183	147	157	115	190	98	181	83
Aylmer	142	55	50	66	59	52	378	378	403	282	111	227	378	227
Arnprior	249	98	70	82	.....	.....	499	276	265	167	.....	51	237	139

Ancient History.	Modern History.	Canadian History.	English History.	Christian Morals.	Civil Government.	Human Physiology.	Natural History.	Natural Philosophy.	Agricultural Chemistry.	Botany.	Algebra.	Geometry.	Mensuration	Book-keeping.	Domestic Economy (Girls only.)	Linear Drawing.	Vocal Music.	Gymnastics or Military Drill.
16 47 37	12 47 45	20 85 124	6 53 198	643 239 862	370	1 53 233	1 44 37	2 44 37 21 233	12 21 99	2 32 3	7 12 8	1 8 8	10 82 15	200 115	273 350 150	459 741 1588 1211
.....	46 25 149	53 40 149	46 65	46 35	12 75	46 35	12 3	12 2	8 8	8 31	50 31	722 243	736 381
.....	71 335	71 349	179 878	373 381
85 61 91	363 194 117	194 194 107	260 182	314 82	694 133	310 45	50 133	121 47	344 6	110 6	118 6	76 42	878 472	1847 652
66 65	130 93	71 100	116 135	57	67 30	107 20	57 30	107 30	104 25	23 31	12 4	39 30	62 47	49	107 349	330 201
.....	77 23	120 70	20	20	20	20	12	6	20	20	348 189	255
23 43	23 75	25 202	70 257	100	162	10	8	13	4	4	7	70 133	349
2 55	2 133	2 76	22 78	78	70 78	92 76	92 55	60 55	60 133	4 59	4 133	4 55	70 55	70 133	349
163	154 206	87 149	67 111	67 59	87 147	67 196	194 123	135 123	162 59	41 22	55 59	136 59	135	1340 1002	1082 600	235
42 11	223 58	163 58	237 58	562	89 11	36 47	133 11	79 58	32 11	11 6	23 6	10 6	36 6	200 162	600 326
.....	47	352 17	738
20 11 67	159 67	89 30 67	135 11 67	108 120	17	65	21	27	15	17 11
.....	54 166	229 166	930 60	2	200 194
30 62	166 95	166 25	166 80	151	40	116 21	341
.....	41 108	47 186	106 365	25 99	20 99	13 9	100 99	27 6	13 3	24 3	35 18	18 1	250 223	50 533	1081
.....	133 188	296 198	99	133 133	133 133	67 9	67 99	4 6	4 3	10 16	86 125	405
8 29	12 28	12 28	98 36	120 255	18 28	86 28	5 5	5	371 320	789 600
168	360 20	188 167	198 147	804	112	166 147	188 79	176 79	124 147	176 79	80 32	172 79	100 196	100	602 121	534 20
40	13 190	134 190	134 190	50	121 92	121 92	121 92	121 92	121 92	6 30	6 30	6 30	30	289 479	248
.....	10	113 221	177 221	868	103 175	103 175	103	103	2	8	20	20	4	1063 606	868
.....	81 61	81 61	4	2	2	4
12 37 396	101 37 396	99 148 198	97 132 396	72 123	10	6 88	6 6	6 6	104	67	38	12	96	42				

TABLE C.—The Public

NUMBER OF PUPILS IN THE

VILLAGES.— <i>Continued.</i>	READING.						Spelling.	Writing.	Arithmetic.	Grammar.	Object Lessons.	Composition.	General Geography.	Canadian Geography.
	1st class (lowest.)	2nd class.	3rd class.	4th class.	5th class.	6th class.								
Ashburnham	138	67	63	20	13	.....	163	219	219	163	.....	63	219	96
Aurora	193	77	40	23	.....	.....	240	220	220	197	200	197	150	115
Bath	70	30	27	24	19	.....	150	170	150	100	170	100	100	150
Bolton	117	35	32	17	25	.....	226	226	188	107	154	74	226	226
Bradford	109	69	57	8	7	1	220	142	142	130	109	100	130	73
Brighton	90	82	92	37	.....	.....	222	169	222	129	132	129	222	206
Brussels	142	49	71	53	19	.....	334	334	110	192	334	190	190	192
Caledonia	166	71	61	83	.....	.....	281	281	281	144	166	83	144	213
Carleton Place	156	126	104	92	.....	.....	478	342	342	196	20	92	322	92
Cayuga	75	47	70	43	36	.....	267	183	183	108	.....	36	112	40
Chippawa	57	72	54	43	20	15	261	261	261	187	.....	78	15	35
Clinton	200	173	100	80	74	.....	566	471	500	480	275	120	158	179
Colborne	120	122	41	41	.....	.....	304	304	304	264	242	204	264	204
Dresden	123	102	57	46	39	.....	367	351	316	244	87	244	316	211
Dunnville	75	60	40	60	60	.....	295	200	200	150	100	65	180	295
Elora	132	188	96	37	21	27	266	266	398	247	96	266	181	103
Embro	84	32	42	23	6	.....	187	187	187	103	116	71	103	71
Exeter	132	90	39	45	23	6	335	291	311	251	335	145	251	145
Fergus	137	109	118	86	37	.....	486	293	360	216	60	220	306	21
Fort Erie	140	60	23	24	21	.....	128	128	149	57	.....	21	45	45
Forest	163	43	40	16	.....	.....	262	99	148	62	.....	16	99	99
Gananoque	346	134	86	56	.....	.....	622	622	622	276	480	276	622	276
Garden Island	107	41	15	22	.....	.....	78	185	185	78	107	37	22	22
Georgetown	191	78	26	24	12	.....	300	218	218	90	331	140	.....	140
Harriston	137	73	60	50	30	.....	263	213	213	140	.....	80	.....	.....
Hawkesbury	131	92	72	20	11	.....	326	288	283	195	.....	103	195	195
Hespeler	153	34	52	20	15	.....	274	274	274	121	187	121	187	87
Holland Landing	118	38	28	15	.....	.....	199	167	97	97	156	81	97	.....
Iroquois	94	16	26	27	12	.....	155	109	107	62	.....	85	.....	.....
Kemptville	112	53	75	68	.....	.....	308	234	214	171	308	161	100	119
Kincardine	275	258	113	87	.....	.....	666	526	666	526	244	321	482	.....
Lanark	97	24	18	32	10	8	189	189	189	92	.....	92	92	92
Listowel	120	80	85	70	30	.....	340	265	265	185	.....	100	265	100
Lucan	89	72	40	16	34	.....	230	230	242	162	166	131	162	121
Merrickville	74	77	99	105	39	.....	394	307	286	170	.....	101	179	24
Millpoint	153	87	.....	19	.....	.....	150	150	136	50	.....	.....	150	40
Mitchell	186	170	150	60	.....	.....	521	476	521	380	186	179	380	274
Morrisburgh	49	41	59	72	55	.....	264	184	192	65	.....	.....	75	22
Mount Forest	249	85	83	127	58	.....	553	339	513	341	228	156	341	321
Newbury	58	31	27	83	11	.....	152	137	150	94	1	94	105	25
Newburgh	64	58	43	51	.....	.....	216	155	155	94	122	94	165	51
Newcastle	160	32	52	32	.....	.....	276	183	183	102	67	102	183	.....
New Edinburgh	51	35	34	22	22	.....	120	100	93	63	50	30	93	58
New Hamburg	204	92	26	6	.....	.....	293	328	293	230	296	144	288	288
Newmarket	167	81	81	79	27	.....	376	348	348	169	128	160	310	302
Oil Springs	68	44	19	31	35	4	201	133	133	89	.....	39	89	100
Orillia	176	138	96	25	20	6	350	350	362	283	104	198	198	198
Oshawa	499	164	207	119	40	.....	981	1001	991	358	596	283	954	251
Parkhill	213	53	65	82	5	.....	404	291	299	122	170	126	126	83
Pembroke	185	103	55	67	.....	.....	313	135	150	176	109	101	112	75
Petrolia	387	234	150	87	16	.....	813	474	608	487	.....	216	484	484
Portsmouth	145	38	37	41	3	.....	182	179	183	103	20	18	63	95
Port Colborne	160	80	64	75	12	.....	262	245	256	159	.....	128	149	8
Port Dalhousie	132	81	77	46	27	.....	321	288	266	167	95	58	123	49
Port Perry	231	135	70	114	.....	.....	459	505	525	159	436	201	425	319
Preston	188	104	69	28	9	.....	363	391	387	216	287	210	216	70
Renfrew	114	67	71	62	.....	.....	160	187	170	110	.....	62	120	15
Richmond	33	29	41	30	18	32	163	140	137	24	.....	37	30	.....
Richmond Hill	127	17	38	47	.....	.....	220	220	198	102	41	102	47	85

Schools of Ontario.—Continued.

DIFFERENT BRANCHES OF INSTRUCTION.

Ancient History.	Modern History.	Canadian History.	English History.	Christian Morals.	Civil Government.	Human Physiology.	Natural History.	Natural Philosophy.	Agricultural Chemistry.	Botany.	Algebra.	Geometry.	Mensuration.	Book-keeping.	Domestic Economy (Girls only.)	Linear Drawing.	Vocal Music.	Gymnastics or Military Drill.
		42	42															
		19	2	170		19	12	19			6	6	6	6			251	
		25	70		25	25	24	25	40	40	19	10	19	12		100	100	
		5	73			73				5	5	5	10	5	40	47		
19	72	20	72			25				20	1	11		5				
	83	83	83						23					21		92		
	40	30	40			78		15			20	12		1		130	261	
15	75	35	63			45	45	45	45		51	2	25	30	2	115		
		40	60				41			41						41		
		46	63	63		18		17	63		17	11		17		244	367	
	20	12	20	295		20				20	5	2	12	20		20	285	295
4	4	29	29			85	96	29		85			29	29		85		
6	6	6	29				6				3	4						
			74			74		6	23	23	23	4	23	23		291	335	67
4	25	20	79	60		72					14	13	28	34		100		
		21	21	268	21						3		14	6		21	268	
			16										16	16				
		56	56						56	56	1	1		10		78	40	
10				78														
36	36	36	36	331		12	36	12	36	36	12	6	6	12	3	218	331	
10	50	30	20			30		10			6	10	10	20		113	240	
11	31	31	31			11	20	11	31	31	11	11	11	11				
	35	35	35	35	35	15	35	15	35	35	15	15	15	15	4	274	274	
5		43	5				15				8					199	199	
	10		9															
9	9	58	48						13					15	7	42		
		42	77														196	
	18	18						8			15	12	12	15				
30		100				185				30	10	10						
18	50	34	50			34	50			34	34	5	5	50		90	162	
	86	27	59			15			12			1						
															8			
31	67	67	67	566		25	90		31			12				35		
		24	29											17				
58	215	156	227			58	58	58	58	58	58	6	6	58				
		20	18			30		10			10	6		7				
		30	30	216												94	216	
		28														63		
24	24	24	24			12		12			12	12	12	14		50	50	
		9	9													32	299	
17	11	74	71	344		22	15	11	12	13	31	6	8	27		296	344	
39	39	39	201	89	39		4			26	4	4	4		39	201		
			60			26		6		26	26	8		8			461	
21	1	67	77	251					45	45					26	685	815	
			78															
		37	68								1					18		64
30		93	58			27			14	301	18	8	10			53	433	
15	20	50	53	220	6			5		43	3	3	3	9		38	147	
6		49	18			61		12			14	12		12			113	
15	33	24	33			19		1			5	3	3	38				
		114	114				114									493		
2		64	278	369	64					19	12	8	19	6		64	210	
			8											1				
		15	15								2	2		1			229	110
		47	47											8				

Schools of Ontario.—*Concluded.*

DIFFERENT BRANCHES OF INSTRUCTION.

Ancient History.	Modern History.	Canadian History.	English History.	Christian Morals.	Civil Government.	Human Physiology.	Natural History.	Natural Philosophy.	Agricultural Chemistry.	Botany.	Algebra.	Geometry.	Mensuration.	Book-keeping.	Domestic Economy (Girls only.)	Linear Drawing.	Vocal Music.	Gymnastics or Military Drill.
.....	65	65	65	.....	.....	40	25	30	.....	.....	40	40	30	12	.....	.....	442	.....
12	63	78	78	.....	.....	63	.....	.....	.....	.....	35	16	.....	10	.....	63	189	.....
.....	.....	37	37	443	443	37	37	.....	12	.....	12	10	12	12	.....	.....	.....	.....
.....	.....	43	43	123	.....	.....	43	.....	43	.....	.....	.....	.....	.....	.....	113	123	60
.....	7	7	7	.....	.....	.....	7	.....	7	7	.....	.....	.....	.....	.....	.....	162	207
10	15	105	105	100	.....	105	56	9	56	56	28	2	15	41	.....	.....	100	.....
.....	.....	30	45	.....	.....	8	.....	8	30	30	10	1	.....	.....	7	.....	7	.....
10	10	51	15	.....	.....	.....	40	.....	20	.....	.....	.....	.....	15	.....	222	357	.....
.....	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	161	.....
.....	31	31	.....	.....	.....	31	.....	.....	.....	.....	.....	31	.....	6	.....	14	450	.....
40	43	98	98	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	18	.....	.....	.....	.....
16	204	43	25	.....	.....	43	20	.....	43	30	.....	.....	.....	15	.....	43	.....	.....
.....	.....	127	16	.....	.....	16	85	.....	.....	.....	12	4	16	16	.....	.....	550	.....
621	1668	2741	3717	4335	633	1661	1282	485	1032	1291	759	455	522	873	134	5301	10295	803
7015	14242	23568	33717	20884	3527	10480	7683	3193	7228	5425	5243	2638	4040	7937	1195	52751	74609	8132
2774	4000	5411	5357	14347	2235	1810	3574	2450	2115	1334	1554	737	1736	1701	891	11383	19341	881
1687	3855	4853	6072	12349	726	2061	3686	1460	2467	1725	1579	591	1120	1461	729	14399	19558	3556
621	1668	2741	3717	4335	633	1661	1282	485	1032	1291	759	455	522	873	134	5301	10295	803
12097	23765	36573	48863	51915	7121	16012	16225	7588	12842	9775	9135	4421	7418	11972	2949	83834	123803	13372
12981	25300	37339	47019	39055	4136	15243	13467	8109	11773	7376	9355	4691	6672	13025	2072	57582	110083	11563
.....	.....	.....	1844	12860	2985	769	2758	.....	1069	2399	.....	.....	746	.....	877	26252	13720	1809
884	1535	766	.....	.....	.....	.....	.....	521	.....	.....	220	270	.....	2053	.....	.....	.....	.....

TABLE D.—The Public

PUBLIC SCHOOL

TOTALS.	TOTAL.			RELIGIOUS DENOMINATIONS.								
	Public School Teachers.	Males.	Females.	Church of England.	Roman Catholic Church.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Christian and Disciple.
Total Counties.....	4616	2304	2312	716	490	1427	1492	290	57	17	16	34
“ Cities	300	67	233	52	87	73	70	4	10	.....	.....	.....
“ Towns.....	448	111	337	80	75	162	94	26	6	1	.....	1
“ Villages	278	99	179	55	23	104	69	5	8	2	1	4
Grand Total, 1873	5642	2581	3061	903	675	1766	1725	325	81	20	17	39
“ 1872	5476	2626	2850	903	657	1627	1746	302	58	20	19	47
Increase	166	.....	211	.....	18	139	.....	23	23	.....	.....	.....
Decrease .....	.....	45	.....	.....	.....	.....	21	.....	.....	.....	2	8

Schools of Ontario.

TEACHERS.

			CERTIFICATES.								Number of Schools having more than one Teacher.	ANNUAL SALARIES.			
Reported as Protestants.	Unitarian.	Other Persuasions.	Total holding Certificates.	Provincial 1st Class.	Provincial 2nd Class.	1st Class County Board (old).	2nd Class County Board (old).	3rd Class County Board (old).	New County Board Certificates, 3rd Class.	Interim Certificates.		Highest salary paid.	Lowest salary paid Male Teacher.	Male Teacher without board (average).	Female Teacher without board (average).
42	9	26	4616	97	620	477	358	54	2478	532	205	\$ 660	\$ 110	\$ 323	\$ 229
3	.....	1	300	62	85	55	60	.....	33	5	74	850	500	695	276
3	.....	.....	448	50	80	81	70	6	151	10	138	1000	250	516	251
7	.....	.....	278	36	54	41	19	13	109	6	85	700	300	468	222
55	9	27	5642	245	839	654	507	73	2771	553	502	1000	110	495	241
52	4	41	5476	307	731	1030	746	84	2000	578	452	1000	96	460	228
3	5	.....	166	.....	108	.....	.....	.....	771	.....	50	.....	14	35	13
.....	.....	14	.....	62	.....	376	239	11	.....	25	.....	.....	.....	.....	.....

TABLE E.—The Public

TOTALS.	SCHOOLS.			SCHOOL-HOUSES.					TITLE.		SCHOOL		
	Number of School Sections.	Number of Schools open.	Number of Schools closed or not reported.	Brick.	Stone.	Frame.	Log.	Total.	Freehold.	Leased or Rented.	Inspectors.	Clergymen.	Municipal Councillors and Magistrates.
Total Counties	4439	4366	73	950	390	1975	1110	4425	4130	295	8085	3725	1620
“ Cities.....	74	74	.....	38	19	17	.....	74	65	9	1173	688	61
“ Towns	161	161	.....	89	26	46	.....	161	150	11	821	1999	192
“ Villages	131	131	.....	56	28	45	2	131	121	10	269	723	156
Grand total, 1873	4805	4732	73	1133	463	2083	1112	4791	4466	325	10348	7135	2029
“ 1872	4777	4661	116	990	452	1999	1276	4717	4403	314	10613	7924	2088
Increase	28	71	.....	143	11	84	.....	74	63	11	.....	.....	.....
Decrease .....	.....	.....	43	.....	.....	.....	164	.....	.....	.....	265	789	59

TABLE G.—The

SCHOOLS.		MONEYS.						
HIGH SCHOOLS.	COUNTIES.	RECEIPTS.						
		Balance from 1872.	Legislative Grant.		Local Sources.			Total receipts.
			For Masters' salaries.	For maps, prizes, &c.	Municipal grants.	Fees.	Other sources.	
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Alexandria	Glengarry	1 76	400 00		273 42		0 50	675 68
Almonte	Lanark	110 00	400 00		300 00		437 56	1247 56
Arnprior	Renfrew	58 70	400 00		600 00			1058 70
Aylmer	Elgin		paid in '74					
Barrie	Simcoe	67 25	539 50	21 28	445 00	721 00	311 06	2105 09
Beamsville	Lincoln	15 42	425 50		724 45		55 00	1220 37
Belleville	Hastings	45 75	844 50	5 00	3055 18	8 00		3958 43
Berlin	Waterloo	10 58	400 00	18 61	520 00			949 19
Bowmanville	Durham	33 75	691 25		922 58	215 00	362 49	2225 07
Bradford	Simcoe	446 63	400 00		350 00	32 75		1229 38
Brampton	Peel	18 28	696 50		1019 39			1734 17
Brantford	Brant	135 23	988 25	80 88	3466 87		4339 93	9011 16
Brighton	Northumberland	63 06	511 75		855 87			1430 68
Brockville	Leeds	121 33	970 25		1000 00		15 00	2106 58
Caledonia	Haldimand	26 58	514 00		*57 00		*251 16	1548 74
Carleton Place	Lanark	281 54	424 75	15 00	512 37		400 00	1633 66
Cayuga	Haldimand	702 94	461 00		230 75		1285 00	2679 69
Chatham	Kent	296 59	668 00		470 00	432 00		1866 59
Clinton	Huron	135 98	568 50	30 00	800 00	336 00		1870 48
Cobourg	Northumberland	803 11	2154 25	69 70	800 00	1189 25	102 00	5111 31
Colborne	do	229 88	460 25	17 00	230 12		671 57	1608 82
Collingwood	Simcoe	54 72	424 75		775 00		11 99	1266 46
Cornwall	Stormont	20 52	400 00	25 00	355 00			800 52
Drummondville	Welland	106 06	384 00		202 87	215 00	805 04	1712 97
Dundas	Wentworth	1162 32	955 50		1056 91		80 00	3254 73
Dunnville	Haldimand	21 95	450 75		629 88½		+200 00	1302 58
Elora	Wellington	29 49	446 50	26 00	850 00		+100 00	1451 99
Farmersville	Leeds	54 07	447 25		539 00		308 68	1349 00
Fergus	Wellington		334 00		478 45			812 45
Fonthill	Welland	97 00	400 00		200 00	200 00		897 00
Galt	Waterloo	6 24	3050 25	6 00	1459 50	3494 75		8016 74
Gananoque	Leeds	138 01	669 50		*930 50			*1738 01
Goderich	Huron	369 19	565 00	9 00	850 00			1793 19
Grimsby	Lincoln		376 00		375 00	190 50	1654 22	2595 72
Guelph	Wellington		542 50	15 00	1210 37		170 45	1938 32
Hamilton	City	2 38	2913 00		1913 22	1407 65	375 00	6611 25
Ingersoll	Oxford	31 19	764 00		1654 44		211 00	2660 73
Iroquois	Dundas	109 84	903 25		528 50			1541 59
Kemptville	Grenville	112 86	400 00		460 57			973 43
Kincardine	Bruce	19 50	428 25	24 00	886 87			1358 62
Kingston	City	382 67	1824 75	25 00	626 00	1277 75	515 85	4652 02
Lindsay	Victoria		675 25		*340 00		*400 00	*1415 25
Listowel	Perth			45 85	700 00		100 00	845 85
London	City		2411 50	16 25	*1206 00	*100 00	*500 00	*4233 75
L'Orignal	Prescott	3 10	400 00	47 65	940 20		2 25	1393 20
+Manilla	Ontario	54 50	366 00	18 00				*438 50
Markham	York	290 84	474 00	45 96	853 00	196 00	67	1860 47
Metcalfe	Carleton	7 00	150 00		274 00			431 00
+Milton	Halton		400 00	10 00			*10 00	*420 00
Mitchell	Perth		200 00		100 00		793 74	1093 74
Morrisburgh	Dundas	155 69	588 75		291 00		574 35	1609 79
Mount Pleasant	Brant	104 05	440 00	20 35	120 00		616 25	1300 65
Napanee	Lennox	88 99	1299 50		530 00		3241 72	5160 21
Newburgh	Addington		580 75		996 61		160 36	1737 72
Newcastle	Durham	25 00	336 00	20 00	688 60	65 00	21 75	1156 35
Newmarket	York	75 96	488 00		1100 00	343 00		2006 96
Niagara	Lincoln	46 96	400 00	23 75	325 00	228 75	200 00	1224 46
Norwood	Peterborough		530 75	10 00	250 75		849 75	1641 25

* Including discount f

+ Now closed.

High Schools.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.						Number of pupils attending.	Fees per term of three months per pupil.
Masters' salaries.	Building, rent and repairs.	Maps, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.	Balance over.		
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
510 00	27 00		85 25	622 25	53 43	30	Free
1116 60	58 00	21 50	51 46	1247 56		44	Free
950 00	64 58		10 35	1024 93	33 77	46	Free
1905 66	18 70	42 56	138 17	2105 09		35	Free
1130 03	61 40	6 80	21 13	1219 36	1 01	64	\$4
2300 00	124 37	10 00	1524 06	3958 43		53	Free
860 00		42 31	37 36	939 67	9 52	90	Free
2064 92			160 15	2225 07		33	Free
942 20	16 05		74 70	1032 95	196 43	71	\$1 50
765 00	672 02		295 53	1732 55	1 62	22	Free
2237 97	640 77	161 76	5157 76	8198 26	812 90	76	Free
1303 55	10 12		47 44	1361 11	69 57	124	Free
1675 00		15 00	144 50	1834 50	272 08	72	Free
1150 00	153 67		197 52	1501 19	47 55	104	Free
1125 00	101 65	30 00	129 06	1385 71	247 95	71	Free
1175 00	1157 88		215 33	2548 21	131 48	65	Free
1300 00	113 67		88 48	1502 15	364 44	67	Free
1450 00	200 00	60 00	23 31	1733 31	137 17	84	\$2
3325 00	25 20	146 18	319 08	3815 46	1302 85	66	\$2
1400 00	26 82	48 60	125 70	1601 12	7 70	163	\$3 50
958 00	86 78		162 59	1207 37	59 09	62	Free
545 00	116 35	73 15	65 31	799 81	0 71	62	Free
1282 62	31 85		100 44	1414 91	298 06	45	Free
1800 00			340 29	2140 29	1114 44	38	\$2 50
1150 00	152 29			1302 29	0 29	117	Free
1025 00	81 46	56 30	227 79	1390 55	61 44	60	Free
1205 00	64 00		80 00	1349 00		60	Free
654 45			70 92	725 37	87 08	64	Free
662 00	71 00	3 00	64 00	800 00	97 00	49	Free
6615 00	412 60	188 52	414 58	7630 70	386 04	43	\$2 50 and \$3 50
*1400 00			*200 00	*1600 00	*138 01	278	\$5
1375 00		18 00	91 52	1484 52	308 67	56	
1485 48	26 38		1083 86	2595 72		72	Free
1683 32	51 01	30 00	173 99	1938 32		26	\$3
4947 07	240 91	126 00	1297 27	6611 25		54	Free
1687 50	504 97	10 00	458 26	2660 73		284	\$4 and 20 cts.
1095 70	15 70	4 76	170 52	1286 68	254 91	99	Free
950 00			23 43	973 43		112	Free
1250 00		48 00	60 62	1358 62		70	Free
3728 50	208 45	50 00	290 07	4277 02	375 00	62	Free
*1300 00	*30 00	*30 00	*55 25	*1415 25		130	\$4 50
527 10	22 60	93 80	134 70	778 20	67 65	89	Free
*3818 00		32 50	*383 25	*4233 75		25	Free
1000 00	58 77	95 30	†228 54	1382 61	10 59	253	Free to city. \$1 50
*402 50		36 00		*438 50		37	Free
1600 00	23 35	91 92	99 53	1814 80	45 67	62	\$2
314 00	18 37		97 33	429 70	1 30	20	Free
*400 00		*20 00		*420 00			
980 00	5 48		101 70	1087 18	6 56	45	Free
1462 25	118 29		29 25	1609 79		113	Free
737 88	22 47	40 70	451 62	1252 67	47 98	53	Free
2400 00	203 82		2464 00	5067 82	92 39	171	Free
1353 91	158 25	40 00	185 56	1737 72		86	Free
850 62	66 73	45 00	94 00	1056 35	100 00	39	\$1
1712 50			135 70	1848 20	158 76	38	\$2
1041 00	38 75	47 50	96 84	1224 09	0 37	40	\$3
1319 25	210 50	20 00	91 50	1641 25		64	Free

TABLE G.—The

SCHOOLS.		MONEYS.						
HIGH SCHOOLS.	COUNTIES.	RECEIPTS.						
		Balance from 1872.	Legislative Grant.		Local Sources.			Total receipts.
			For Masters' salaries.	For maps, prizes, &c.	Municipal grants.	Fees.	Other sources.	
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Oakville	Halton	517 75	6 07	1108 34				1632 16
Oakwood	Victoria	400 00		645 00				1045 00
Okemee	Victoria	191 21	646 25	323 13		6 00		1166 59
Orangeville	Wellington	53 27	400 00	250 00			381 27	1084 54
Osborne	Russell	67 85	400 00	450 00			100 00	1017 85
Oshawa	Ontario	50 25	859 75	36 18	248 89		806 74	2001 81
Ottawa	City	62 84	1816 00	25 00	2130 80	1347 60	†2600 00	7982 24
Owensound	Grey		1377 50		688 75		335 63	2401 88
Pakenham	Lanark	69 68	400 00		300 00		264 75	1034 43
Paris	Brant		582 25		1529 75	24 00		2136 00
Parkhill	Middlesex	125 94	410 25	60 82	205 12		241 26	1043 39
Pembroke	Renfrew		400 00	6 50	*200 00		*300 00	*906 50
Perth	Lanark		859 00		860 00	176 00	284 00	2179 00
Peterborough	Peterborough	84 00	3064 00	15 37	1200 00		3600 00	8396 72
Pictou	Prince Edward	1127 17	805 75	13 54	905 00		17 50	2868 96
Port Dover	Norfolk		385 50	23 16	400 00			808 66
Port Perry	Ontario	29 00	481 25	8 30	1178 43			1696 98
Port Rowan	Norfolk		400 00		286 74			686 74
Port Hope	Durham	446 50	1066 50	6 93	700 00	824 00	0 42	3044 35
Prescott	Grenville	28 42	710 00	11 33	1021 38			1771 13
Renfrew	Renfrew	1 00	400 00		881 50			1282 50
Richmond Hill	York	235 86	376 00		300 00		4954 64	5866 50
Sarnia	Lambton	171 30	783 50	109 06	936 25			2000 11
Scotland	Brant	73 06	366 00		109 00		†362 05	910 11
Simcoe	Norfolk		556 25		919 25	49 50		1525 00
Smith's Falls	Lanark	341 52	464 75		617 04	91 25		1514 56
Smithville	Lincoln	35 46	392 00		375 00	165 00		967 46
Stirling	Hastings	141 37	400 00		700 00		5 40	1246 77
Stratford	Perth	80 43	946 75		715 75		167 66	1910 59
Strathroy	Middlesex	21 63	530 75		675 49			1227 87
Streetsville	Peel	96 43	400 00		551 50			1047 93
St. Catharines	Lincoln	1013 79	2997 25		1500 00	1768 00	2000 00	9279 04
St. Marys	Perth	27 00	854 25		500 00		†648 09	2029 34
St. Thomas	Elgin		687 50	30 50	974 78		31 50	1724 28
Sydenham	Frontenac		200 00		9800 00			10000 00
Thorold	Welland	33 73	300 00		850 00		7 53	1191 26
Toronto	City	304 63	2249 00	60 13	3639 25	3778 88	331 29	10363 18
Trenton	Hastings	16 50	642 00		857 00			1515 50
Uxbridge	Ontario	21 16	403 00	21 36	1209 75			1655 27
Vankleekhill	Prescott	77 75	410 25		385 12†		72 65	945 77
Vienna	Elgin		463 25		426 13			889 38
Walkerton	Bruce	10 85	400 00		700 00			1110 85
Wardsville	Middlesex	59 00	416 75		400 37			876 12
Waterdown	Wentworth	51 90	532 75	72 01	1099 56	54 00	9 00	1819 22
Welland	Welland		630 25		315 12	114 00	1129 33	2188 70
Weston	York	34 15	432 00		1229 27			1695 42
Whitby	Ontario		1504 50	70 00	6350 34		97 96	8022 80
Williamstown	Glengarry	666 71	512 00	71 00	1075 90		68 75	2394 36
Windsor	Essex		688 25	5 00	961 75			1655 00
Woodstock	Oxford	233 58	868 00	40 00	934 00	315 00	675 66	3066 24
Total, 1873		13259 50	76126 75	1337 54	96650 69	19798 98	39627 42	246800 88
" 1872		10299 32	77930 25	1614 37	84970 82	20270 07	28184 87	223268 70
Increase		2960 18			11679 87		11442 55	23532 18
Decrease			1803 50	275 83		471 09		

* To the above \$76126 75 must be added \$2580 paid to Meteorological Stations for services in 1872
The above table includes grants for salaries for last half 1872 and first half 1873.

High Schools.—*Concluded.*

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.						Number of pupils attending.	Fees per term of three months per pupil.
Masters' salaries.	Building, rent and repairs.	Maps, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.	Balance over.		
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
1466 66	46 12	12 14	107 24	1632 16		56	Free
1000 00	20 00		25 00	1045 00		35	Free
889 38	67 31	30 20	93 18	1080 07	86 52	78	Free
956 05	65 71			1021 76	62 78	46	Free
819 71			54 63	874 34	143 51	30	Free
1700 00	28 39	73 68	149 49	1951 56	50 25	94	Free
5018 33	429 01	54 50	†2470 41	7972 25	9 99	103	\$6 and \$4
2401 88				2401 88		176	Free
815 00			64 75	879 75	154 68	28	Free
1700 00	129 87	13 14	292 99	2136 00		79	Free in county, and \$3
865 00	2 00	121 64	35 89	1024 53	18 86	50	Free
800 00	50 00	*13 00	43 50	906 50		30	Free
1400 00	166 95	10 00	602 05	2179 00		85	\$4
5327 08	150 65	30 74	†2820 27	8328 74	67 98	240	75 cts.
1500 00	63 25	35 97	303 17	1902 39	966 57	148	Free
683 50	25 00	46 32	53 84	808 66		38	Free
1525 00	61 05	16 60	65 33	1667 98	29 00	72	Free
621 67	58 93		6 00	686 62	0 12	26	Free
2562 50		13 86	321 89	2898 25	146 10	114	\$3 and \$2
1312 50	23 25	22 66	138 77	1497 18	273 95	80	Free
925 00	261 00		96 50	1282 50		42	Free
1100 00	3621 98		157 33	4879 31	987 19	34	Free
1500 00	225 15	218 12	56 84	2000 11		87	Free
840 54	1 50		68 07	910 11		50	Free
1350 00		20 00	155 00	1525 00		66	Free to residents, and \$3
1175 00	275 00		64 56	1514 56		47	75 cts.
927 00	1 03		33 45	962 38	5 08	63	\$2
700 50	339 25	8 40	79 25	1127 40	119 37	44	Free
1700 87	176 16	29 20	4 36	1910 59		117	Free
977 50		5 63	197 06	1180 19	47 68	76	
600 00	20 10		66 08	686 18	361 75	25	Free
4616 66	3371 91	50 60	474 64	8513 81	765 23	274	\$3
1500 00	69 66	50 00	†409 68	2029 34		129	Free
1400 00		62 00	262 28	1724 28		118	Free
1096 66	8410 00		493 34	10000 00		31	Free
900 00	88 32		102 94	1091 26	100 00	39	Free
7319 91	1192 45	120 26	1459 81	10092 43	270 75	232	\$5, \$4 37½, and \$4
1500 00			15 50	1515 50		68	Free
1475 00		42 72	131 51	1649 23	6 04	66	Free
895 37	4 00		46 40	945 77		50	Free
754 25			135 13	889 38		57	Free
800 00	186 00		108 79	1094 79	16 06	42	Free
866 50				866 50	9 62	56	Free
1365 40	168 27	144 02	79 28	1756 97	62 25	78	\$1 50
1300 00	820 57		68 13	2188 70		75	Free
1444 00	130 50		120 88	1695 38	0 04	43	Free
2481 25	4877 82	140 00	523 73	8022 80		152	Free
1233 53	461 86	142 00	154 44	1994 83	399 53	59	Free
1645 00		10 00		1655 00		76	
2199 30	332 89	80 00	430 55	3042 74	23 50	134	\$1
165358 08	32939 86	3402 56	32514 50	234215 00	12585 88	8437	
141812 15	31360 51	3869 48	32962 06	210005 20	13263 50	7968	
23545 93	1579 35			24209 80		469	
		466 92	447 56		677 62		

TABLE H.—The

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

HIGH SCHOOLS.	SUBJECTS.											
	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Bookkeeping and Commercial Transactions.	In Arithmetic.	In Algebra.	In Geometry.	In Logic.	In Trigonometry.
Alexandria.....		30	30	30	12		4	30	22	9		
Almonte.....		44	44	44	44			44	40	16		
Arnprior.....		62	46	46	46		30	46	32	12		
Aylmer.....		35	35	35	35	35	16	35	35	15	20	
Barrie.....	64	64	24	64	57	17	20	64	29	32		
Beamsville.....	64	78	53	53	53		15	53	10	8		
Belleville.....	90	90	90	90	90	33	16	19	24	18		
Berlin.....		33	33	33	33	33	9	33	29	21		
Bowmanville.....		71	71	71	71	22	31	71	63	35		
Bradford.....		22	22	22	22		8	22	22	22		
Brampton.....		108	34	76	76	15	12	73	76	41		
Brantford.....		124	124	124	100	40	36	124	124	78		1
Brighton.....		72	72	72	45		10	72	32	32		
Brockville.....		104	104	104	104	79	79	104	104	28		3
Caledonia.....		71	71	71	24		6	71	32	30		2
Carleton Place.....		65	65	65	65		39	65	65	39		
Cayuga.....		67	67	67	67		18	67	30	21		
Chatham.....		84	40	84			11	84	80	52		9
Clinton.....	66	66	66	66	66	40	25	66	30	30		
Cobourg.....		151	93	79	78	72	52	117	109	74		
Colborne.....		62	62	62	55		20	62	55	12		2
Collingwood.....		62	62	62	62	62	48	62	62	62		
Cornwall.....		45	45	45	45	45	22	45	45	45		
Drummondville.....		38	38	38	38	38	29	38	25	27	12	5
Dundas.....		117	117	117	117	94	117	117	117	76		
Dunnville.....		60	60	60	60	40	28	60	32	16		
Elora.....		61	61	61	61		52	61	50	48		
Farmersville.....		64	64	64	39	20	20	64	40	12		2
Fergus.....		49	49	49	49	35	10	49	38	24		2
Fonthill.....		43	43	43	43	5	3	43	14	10		1
Galt.....		278	212	278	278	66	61	278	219	149		1
†Gananoque.....	56	56	56	56	56	56	16	56	33	15	19	
Goderich.....	72	72	72	72	72	6	22	72	34	17		
Grimsby.....		26	26	26	26			26	26	9		
Guelph.....	54	54	54	54	54	54	38	54	54	58		6
Hamilton.....		284	284	284	284		150	284	268	268		8
Ingersoll.....		99	99	99	99		30	99	99	79	20	
Iroquois.....		112	112	112	100	100	12	108	112	53		
Kemptville.....		70	70	70	70	70	9	70	29	13		
Kincardine.....	62	62	62	62	62	15	19	62	51	17		3
Kingston.....	130	130	130	130	130	63	46	130				
Lindsay.....		89	89	89	89	30	39	89	70	16		3
Listowel.....		25	11	25	25		11	25	25	25		
London.....	253	253	253	253	253	253	206	253	253	119	134	2
!Original		37	37	37	37		4	37	27	15		4
Manilla (closed).												
Markham.....		62	62	62	31			62	30	30		
Metcalfe.....		20	20	20	20		6	20	20	20		
Milton (closed).												

* In Galt there are 38 in 5th and 6th Forms. In Hamilton there are 21 in 5th Form.

† Estimated—no report.

High Schools.

INSTRUCTION AND MISCELLANEOUS INFORMATION.

SUBJECTS.												CLASSIFICATION.								
In Mensuration.	In History.	In Geography and Astro- nomy.	In Natural Philosophy.	In Chemistry and Agricul- ture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.	English Course.				Classical Course.			
													First Form.	Second Form.	Third Form.	Fourth Form.	First Form.	Second Form.	Third Form.	Fourth Form.
28	28	28	1	1				9		3	1		26	4			3			
44	44	44		15	20			31		24	5		16	4			9	10	5	
32	46	46		12	20			21		10	6		29	6			4	5		2
16	35	35	16	16	35			21		19			16				19			
17	64	64	5	27	16			27		28	6		22	9	5		16		6	6
	30	53			20			9	2	19	3		5	20	9		12	7		
12	90	90	90	29	29			16		28	6		24	26	12		13	9	1	5
33	31	33	9	20				5	11	15	3		13	5			4	8	3	
20	71	71	17		20			28		19	6		16	22	14			7	10	2
	22	22	2					12		22	2									
16	76	76	26	36	36			29		38	32		21	13	10		10	11	7	4
	120	124	30	2	20	20		20	7	109	23		9	5	1		63	25	14	7
79	53	56		10				6		60	1		10				61	1		1
	104	104	79	104	104	79		56		59	3		25	11	8	1	28	16	14	1
65	71	71	6	15	6			22	4	21	5		38	13	11			4	2	3
4	67	67			3			7		10			18	16	21		5	1	4	
17	84	84	16	13	15			21		28	7		24	18			11	7	2	5
20	66	66	20	66	24			44		31	18		21	23	7	2	16	7	5	3
	131	123	19	9				18	8	38	5		15	10	3		20	13	5	
2	37	62	3	23	26	62		72	8	115	85		10	24	17		21	36	34	21
	62	62	45		45			13		13	3		33	16			6	4	3	
	45	45	5					36	8	42	5		11	9			9	33		
	38	38	38	38	38	38		7		34	4		11				27	3	3	1
64	117	117	53	53	117	53		30		27	3		11				8	9	9	
	60	60	10	4				56		26	5		64	52	1		12	12		2
	48	61	8	5				12		15	8		24	5	1		15	10	5	
	64	62	6	3	30			6		20			38	2			49	8	6	
10	48	45	6	20				12		12	1		24	8	5		22	2		
20	43	43	4					14	3	13	5		16	14			6	4	2	
8	208	278	95	45	40	59		219	70	229	65	220	47	60	47	27	5	8		*
19	56	56	14	56	40	4		22		8	4		24	18			18	10		
72	72	72			34	15		32		26	2		24	26			16	6		
5	26	26	3					10		11	2		7	5	3	2	3	2	2	2
28	54	54	17	17				15	26	46	7		8				27	19		
8	268	284	30	93				204		162	36		28	74	42	19	52	42	19	16
40	99	99	40		99	99		20	6	30	10		50	15	3	2	10	10	4	5
45	112	112	10	5				15		97	5		11	4			84	15	8	
20	70	70	19	21	24	23		14		8	2		53	9			7	1		
22	62	62	20	22		16		18		12	3		27	18	5		6	3	3	
	103	130		80			130	31	9	114	38		11	6			38	40	19	17
40	89	89	20	20				25		46	9		18	15	10		31	8	5	2
206	253	253	206	206	184	159		8		17			11				14			
20	37	37	15	16	12			45	22	47	7	253	95	76	35		23	19	5	
										11	7		26						11	
	60	43	17	6	39	25		10		31	9		26	5			17	11		3
	20	20								20	1						20			

TABLE H.—The

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

HIGH SCHOOLS.	SUBJECTS.											
	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Bookkeeping and Commercial Transactions.	In Arithmetic.	In Algebra.	In Geometry.	In Logic.	In Trigonometry.
Mitchell	45	45	45	45	45	43	43	45	45	25	11	.....
Morrisburgh.....		40	52	52	52	23	52	52	47	13	.....	3
Mount Pleasant		53	53	53	53	53	53	53	53	11	15	2
Napanee		171	171	171	128	171	40	171	70	35	.....	.....
Newburgh		86	86	86	86	.....	25	86	18	14	.....	1
Newcastle		39	39	39	37	.....	2	39	39	21	.....	1
Newmarket		78	78	78	62	.....	14	78	70	52	.....	.....
Niagara		40	40	40	40	.....	13	40	24	22	.....	.....
Norwood		64	64	64	64	.....	16	64	35	12	.....	.....
Oakville.....		56	56	56	56	28	23	56	56	28	.....	.....
Oakwood		35	35	35	35	35	35	35	35	35	.....	.....
Omemece	78	78	44	78	37	37	19	72	22	19	10	.....
Orangeville		46	26	46	46	.....	.....	46	46	23	.....	.....
Osborne		30	30	30	30	.....	11	30	6	10	.....	.....
Oshawa	94	94	94	94	94	94	20	94	63	52	.....	.....
Ottawa	28	103	103	103	103	37	12	103	103	103	.....	36
Owen Sound.....	176	176	176	176	104	.....	94	176	176	87	.....	2
Pakenham		33	20	28	28	15	10	28	18	10	.....	4
Paris		79	79	79	79	.....	79	79	79	42	.....	1
Parkhill		50	8	50	50	.....	5	50	40	5	.....	.....
Pembroke.....		30	30	30	28	.....	7	30	10	7	.....	.....
Perth		85	85	85	45	.....	15	85	35	31	.....	10
Peterborough		240	240	240	240	100	100	240	240	240	10	22
Pictou		148	148	148	148	148	44	148	191	23	.....	.....
Port Dover	39	39	39	39	30	.....	30	39	20	11	.....	.....
Port Perry		72	72	72	72	72	45	72	40	20	.....	2
Port Rowan.....		26	.....	26	12	.....	4	26	13	3	.....	.....
Port Hope		114	114	114	114	114	64	114	114	114	.....	.....
Prescott		80	80	80	80	80	80	80	80	26	54	.....
Renfrew		30	30	30	30	30	6	30	30	10	.....	.....
Richmond (closed).												
Richmond Hill		34	34	32	21	.....	21	34	22	19	.....	.....
Sarnia		87	87	87	41	70	58	87	82	32	.....	.....
Scotland		15	15	15	12	.....	4	15	15	4	.....	.....
Simcoe	66	66	66	66	66	66	66	66	66	33	.....	.....
Smith's Falls		47	47	47	47	47	47	47	47	25	22	14
Smithville.....		63	45	63	63	.....	14	63	20	10	.....	1
Stirling		44	44	44	13	15	25	44	44	10	.....	.....
Stratford		117	117	117	117	.....	50	117	117	38	.....	.....
*Strathroy		129	129	129	129	.....	32	129	68	26	.....	.....
Streetsville		25	25	25	25	5	5	25	7	6	.....	2
St. Catharines.....	274	274	274	274	274	12	130	274	219	111	.....	12
St. Marys		129	129	129	129	.....	129	129	129	73	.....	.....
St. Thomas		118	118	118	118	118	49	118	118	40	.....	.....
Sydenham		31	31	31	31	.....	13	38	20	4	.....	.....
Thornhill		37	37	39	39	.....	.....	39	.....	.....	.....	.....
Toronto	232	232	232	232	187	120	60	232	232	200	41	16
Trenton		68	68	68	68	68	25	68	68	56	12	.....
Uxbridge		66	66	66	61	.....	61	66	66	66	.....	5

* Estimated—no report.

High Schools.

INSTRUCTION AND MISCELLANEOUS INFORMATION.

SUBJECTS.												CLASSIFICATION.								
In Mensuration.	In History.	In Geography and Astro- nomy.	In Natural Philosophy.	In Chemistry and Agricul- ture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.	English Course.				Classical Course.			
													First Form.	Second Form.	Third Form.	Fourth Form.	First Form.	Second Form.	Third Form.	Fourth Form.
26	45	45			20			7		43	2						38	7		
3	22	37	14		14	17		24		22	6	52					8	28	16	
12	53	53						9	9	12	1		14	9	17		6	1	5	
23	171	171	15	72	99	15		21		74	6		64	23	10		53		20	1
10	44	86	18		85	11		10		20	7		44	17	4		11	6	3	
	39	38		11	11			16		22	1		17				19	3		
14	78	78	23	5	54	14		31		42	13		19	12	5		21	14	4	3
	38	38	1	38				15		29	4									
	61	64	5	42	35	11		14		64	2						43	5	16	
38	56	56	6	24		24		25	3	27	10		10	12	6		11	8	9	
35	35	35	35	35				3	1				21	14						
5	30	30	11	65	15			14		27	9		23	19	9		13	9	5	
11	45	46	9	13	13			11		14	3		30	2		1	10	2		1
15	28	30	6		10	28		8		3	1		19	10						1
	94	94	1	60	30	50		22		55	6		25	14			32	15	8	
36	103	103						71	14	103	70						30	37	16	20
176	176	176	22	19	19	8		56	8	92	27		49	26	6	3	58	18	11	5
18	24	23	18	12		12		15		26	5		2				20	9	4	3
79	79	79	79	79	79	12		36		73	3		4	2			60	9	3	2
12	50	50						10		11			17	22			22	9		
	30	30								11	2		16	3			3	8		
18	85	85	5	10	12	7		35		78	13		5	2			57	14	9	4
22	240	240	59	36	49			110	26	140	34		44	36	18	2	40	38	32	*24
	148	148		53	111	111		46	12	67	1		52	29			44	23	3	
20	39	39	29					17		14	5		10	4		1	5	10	4	5
60	72	72	72	72	72	72		20		38	6		13	18	2	1	13	15	6	4
	26	26	9					13		6	3		6				20			
	114	114	43		47			48	1	39	9		24	20	20		20	12	11	7
30	80	80	80		25			8		22	1		38	20			11	10	1	
30	30	30		30				3		5	3		25	25		1	1	4		
	34	34	6					10		18	6		12	4			12		4	2
42	87	87	14		52			22		29	3		30	13	7	8	15	8	4	2
	15	15				10		10		11	1			2						
66	66	66	32	32	32	32	66	22		38	4	33						11		
47	47	47	47	47	47	47		16					26	19	2					
4	63	63	5		6					40	4		37	12	6	5	49	4	7	3
10	44	44	4		20			17		10			30	7			6		1	
54	117	117	60	38	38			30		33			22	35	27		11	8	10	4
25	76	76	7			20		31		32	1		41	2			30	2	1	
3	25	25	5		10	5		5		6	2		9	5	4	1		1	3	2
40	274	274	20	35	43	10		100	8	170	30		39	33	22	10	65	45	36	24
129	129	129	129		129	129		70		47	10		53	21	7	1	22	12	5	8
118	118	118	40	40	40	40		22		38	5		50	28	2		28	6	4	
	31	31	18	4	12			10		3	2		7	24			3			
	39	37	1	3	3	3		10		10			16	13			8		1	1
50	232	230	30		48			101	61	183	20		6	3	2	1	73	60	30	20
12	68	62	20	68	68	12		20		24	3		26	15			18	8		1
66	66	66	66					24	7	28	15		31	7			13	19	4	1

TABLE H.—The

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

HIGH SCHOOLS.	SUBJECTS.											
	In Christian Morals,	In English Grammar and Literature.	In Composition.	In Reading, Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Bookkeeping and Commercial Transactions.	In Arithmetic.	In Algebra.	In Geometry.	In Logic.	In Trigonometry.
Vankleekhill		50	50	50	50		12	50	34	22		
Vienna		57	57	57	57	57	57	57	57	20		1
Walkerton		42	42	42	42		42	42	42	17		
Wardsville		56	56	56	56	8	7	56	13	7		
Waterdown		78	78	78	78	20	12	78	60	20		2
Welland		75	75	75	75	60	50	75	70	32		5
Weston		43	43	43	43		16	43	36	24		5
Whitby		152	152	152	95	125	15	152	152	92		
Williamstown	20	59	59	59	40	40	30	59	50	45	10	
*Windsor		76	76	76	76			76	18	17		
Woodstock		134	134	134	106	46	80	134	112	30		
Total, 1873	1963	8445	7999	8356	7489	3397	3524	8261	6621	3974	390	201
“ 1872	2612	7884	7278	7836	7178	3176	3127	7834	6033	3894	219	174
Increase		561	721	520	311	221	397	427	588	80	171	27
Decrease	649											

* Estimated—no report.

High Schools.

INSTRUCTION AND MISCELLANEOUS INFORMATION.

SUBJECTS.													CLASSIFICATION.							
In Mensuration.	In History.	In Geography and Astronomy.	In Natural Philosophy.	In Chemistry and Agriculture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.	English Course.				Classical Course.			
													First Form.	Second Form.	Third Form.	Fourth Form.	First Form.	Second Form.	Third Form.	Fourth Form.
14	42	50	24	14	24	20	.....	10	.....	13	3	.....	20	17	.....	.....	7	6	.....	.....
39	57	57	29	6	57	.....	.....	10	.....	18	.....	.....	.....	.....	.....	.....	26	30	.....	1
42	42	42	17	.....	.....	42	.....	33	.....	17	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	56	56	9	2	.....	2	.....	4	.....	12	.....	.....	16	7	30	.....	.....	2	10	.....
20	78	78	12	2	.....	12	.....	28	6	38	4	.....	24	12	4	.....	24	8	6	.....
40	75	75	40	.....	75	75	.....	20	4	19	2	.....	15	24	12	5	.....	9	8	2
11	43	43	7	.....	11	11	.....	19	.....	16	12	.....	16	11	.....	.....	3	2	5	6
.....	152	152	30	112	.....	26	.....	90	.....	91	30	.....	25	12	16	8	18	20	30	21
45	59	59	45	30	20	30	.....	5	.....	13	2	.....	10	36	.....	.....	9	4	.....	.....
25	76	76	25	25	25	25	.....	25	.....	20	.....	.....	36	16	.....	.....	14	10	.....	.....
80	134	134	60	42	42	.....	.....	28	7	34	11	.....	40	31	29	.....	14	8	11	1
2654	7557	7163	2301	2309	2792	2026	196	2847	372	4077	897	558	3247	2546	1543	100	2968	1749	386	288
2592	7513	7715	2933	2894	2408	1618	.....	2828	341	3860	900	840	2268	1154	487	164	1840	976	540	316
62	44	.....	.....	.....	384	408	196	19	31	217	.....	.....	979	1392	1056	.....	1128	773	.....	.....
.....	.....	552	632	495	.....	.....	.....	.....	.....	.....	3	282	.....	.....	.....	64	.....	.....	154	28

High Schools.

INFORMATION.

Number of globes in school.	Estimated value of library, books, maps and furniture.	Schools in which the Bible is read.	Schools in which there are daily prayers.	Number of pupils matriculated at any University.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupation.	Number of masters engaged.	HEAD MASTERS AND THEIR UNIVERSITIES.
2	100			1	3				1	Walter Rutherford, B.A., <i>Toronto</i> .
2			1						2	John Gibson, B.A., <i>Toronto</i> .
		1	1						2	W. C. Middleton, B.A., <i>Toronto</i> .
2			1	3	2	4	1	5	2	J. H. Long, B.A., <i>Toronto</i> .
1	175				1	3		10	2	H. B. Spotton, M.A., <i>Toronto</i> .
1	80	1	1		3			5	2	William Houston, B.A., <i>Toronto</i> .
1	100		1		4	1	1	6	3	Alexander Burdon, <i>St. Andrews</i> .
4		1	1	1	6	3	1	6	2	James W. Connor, B.A., <i>Toronto</i> .
		1	1						3	John King, LL.D., <i>Trinity, Dublin</i> .
2			1		12	7	8	5	1	Chas. J. Ketchum, B.A., <i>New Brunswick</i> .
1		1		3	3				2	William E. Perdue, B.A., <i>Toronto</i> .
1	150		1			2	7	7	4	James Mills, M.A., <i>Victoria</i> .
2	300		1		10				2	A. M. Peterson, B.A., <i>Victoria</i> .
	175				5	1	2	10	3	L. Hamilton Evans, B.A., <i>Trinity</i> .
3	1300		1	2	2	2	2	3	2	C. A. Kingston, M.A., <i>Albert</i> .
	200	1	1		2	3		15	2	Rev. Finlay F. Macnab, B.A., <i>Queen's</i> .
2	300				7	5	1	23	2	L. G. Morgan, B.A., <i>Trinity</i> .
2	150		1		7	9		12	2	W. H. Ballard, B.A., <i>Toronto</i> .
2		1	1	6					2	James Turnbull, B.A., <i>Toronto</i> .
		1	1		4	10	8		4	Rev. James Roy, M.A., <i>Victoria</i> .
1		1	1		4	4	2	7	2	Rev. George Grant, B.A., <i>Toronto</i> .
1			1	2	3	2		1	2	William Williams, B.A., <i>Toronto</i> .
1	250	1	1		2	5	2	5	2	Jas. Smith, A.M., <i>Marischal, Aberdeen</i> .
2			1	1	12			5	2	James Y. Cameron, M.A., <i>Queen's</i> .
	400	1	1		6	6	1	10	2	John Seath, B.A., <i>Queen's, Ireland</i> .
2		1	1		5	5		10	2	Richard W. Young, B.A., <i>Victoria</i> .
1	200	1	1	1			15	10	2	J. Murison Dunn, B.A., LL.B., <i>Toronto</i> .
1			1		3	10		6	2	John W. Raveill, M.A., <i>Victoria</i> .
2	100	1			3	5	1	6	1	John Thomson, B.A., <i>Queen's</i> .
5	200	1	1	4	15	2	5	9	15	Alex. Carlyle, B.A., <i>Toronto</i> .
									2	William Tassie, M.A., LL.D., <i>Toronto</i> .
		1	1						2	J. Lawton Bradbury, M.A., <i>Trinity</i> .
2	150	1	1		5		4	7	2	Hugh J. Strang, B.A., <i>Toronto</i> .
2		1	1						2	Wilnot M. Nichols, B.A., <i>Trinity</i> .
2	220	1	1						3	A. M. Lafferty, M.A., <i>Toronto</i> .
3	1000	1	1	2	40	8	10	20	6	George Dickson, B.A., <i>Victoria</i> .
1		1	1	1	8	4	12	20	2	Thos. M. Macintyre, M.A., <i>Albert</i> .
2	200	1	1		10	15	2	15	2	William A. Whitney, M.A., <i>Victoria</i> .
2			1					10	2	James Christie, A.M., <i>Aberdeen</i> .
3		1	1					9	2	J. E. Burgess, B.A., <i>Queen's</i> .
2	350	1	1	7	19	4	8		4	Samuel Woods, M.A., <i>Toronto</i> .
2	350		1	1			12	20	2	Robert Dobson (<i>Certificate</i>).
1	150	1	1				6		2	Fergus Black, B.A., <i>Toronto</i> .
4	2750	1	1		17	3		19	6	Benj. Bayly, A.B., <i>Trinity, Dublin</i> .
2	250	1	1	2	3		5		2	Archd. P. Knight, B.A., <i>Queen's</i> .
1	300	1	1		3	2	1	10	2	Edward T. Crowle, M.A.
1	52.50		1		2	2			1	James A. Cannan, B.A., <i>Albert</i> .

TABLE H.—The

MISCELLANEOUS

HIGH SCHOOLS.	Brick, stone, or frame.	When built.	Freehold, leased, or rented.	Size of playground.	Estimated value of school-house and site.	Schools under united boards.	Year when School was first opened.	Number of maps in School.
Mitchell.....	Brick	1873	Freehold	$\frac{1}{2}$ acre	3700		1873	16
Morrisburgh.....	Brick	1868	Freehold	1 acre	10000	1	1858	12
Mount Pleasant.....	Concrete	1848	Freehold	1 acre	2600	1	1860	22
Napanea.....	Brick	1865	Freehold	2 acres	15000	1	1850	20
Newburgh.....	Stone	1872	Freehold	$\frac{1}{2}$ acre	3500	1	1844	8
Newcastle.....	Brick	1862	Freehold	1 acre	5000	1	1862	9
Newmarket.....	Brick	1852	Freehold	1 acre	1500		1853	42
Niagara.....	Stone	1836	Rented	1 acre			1828	16
Norwood.....	Brick	1855	Freehold	$1\frac{1}{2}$ acres	4000	1	1854	13
Oakville.....	Brick	1852	Freehold	1 acre	2600	1	1854	20
Oakwood.....	Frame	1857	Freehold	$\frac{3}{4}$ acre	2300	1	1858	3
Omeme.....	Frame	1860	Freehold	1 acre	1600	1	1861	11
Orangeville.....	Brick	1871	Freehold					16
Osborne.....	Stone	1866	Freehold	1 acre	1000	1	1865	14
Oshawa.....	Brick	1850	Freehold	$\frac{3}{4}$ acre	6000	1	1865	20
Ottawa.....	Frame	1861	Rented	Public square			1843	31
Owen Sound.....	Stone	1869	Freehold	$1\frac{1}{2}$ acres	10000	1	1856	30
Pakenham.....	Frame	1855	Freehold			1	1863	
Paris.....						1		26
Parkhill.....	Brick	1870	Freehold	1 acre	6000	1	1872	8
Pembroke.....	Frame	1853	Freehold	1-5 acre	4000	1	1854	9
Perth.....	Stone	1852	Freehold	1 acre		1	1830	10
Peterborough.....	Brick	1860	Freehold	2 acres	30000	1	1830	40
Pictou.....	Brick	1871	Freehold	$1\frac{1}{2}$ acres	7000	1	1846	9
Port Dover.....	Brick	1861	Freehold	2 acres	7000	1	1862	14
Port Perry.....	Brick	1873	Rented	2 acres	10000	1	1868	20
Port Rowan.....	Frame		Freehold	$\frac{3}{4}$ acre	1500	1	1866	8
Port Hope.....	Brick	1860	Freehold	$\frac{3}{4}$ acre	3000		1856	22
Prescott.....	Brick	1867	Freehold	3 acres	8000	1	1850	15
Renfrew.....	Frame	1856	Town-Hall	$\frac{3}{4}$ acre		1	1853	60
Richmond.....	<i>closed</i>							
Richmond Hill.....	Brick	1851	Freehold	1 acre	7000	1	1851	14
Sarnia.....	Brick	1856	Freehold	$1\frac{1}{2}$ acres	8000	1	1844	15
Scotland.....	Frame	1867	Freehold	1 acre	3000	1	1857	12
Simcoe.....	Brick	1857	Freehold	3 acres	10000	1	1835	32
Smith's Falls.....	Stone	1871	Freehold	$\frac{1}{2}$ acre	10000	1	1844	12
Smithville.....	Frame	1863	Freehold	1 acre	700		1857	12
Stirling.....	Stone		Freehold			1	1853	1 set.
Stratford.....	Brick	1856	Freehold	1 acre	4000	1	1856	19
*Strathroy.....	Brick	1866	Rented	1 acre		1	1861	14
Streetsville.....	Brick	1851	Freehold	$\frac{1}{2}$ acre	1500	1	1851	12
St. Catharines.....	Brick	{ 1828, 72-73 }	{ Freehold	2 acres	16000		1829	20
St. Mary's.....	Stone	1857-8	Freehold	1 acre	12000	1	1861	20
St. Thomas.....	Brick	1872	Freehold	$1\frac{1}{2}$ acres		1	1853	8
Sydenham.....	Stone	1872	Freehold	1 acre	9000		1873	
Thorold.....	Frame	1854	Rented	1 acre	1200		1860	12
Toronto.....	Brick	69-70	Freehold	nearly 2 acres	35000		1868	14
Trenton.....	Brick	1873	Freehold	$1\frac{1}{2}$ acres	7000	1	1866	15
Uxbridge.....	Frame	1850	Rented		1000	1	1856	18
Vankleekhill.....	Brick	1857	Leased	$\frac{3}{4}$ acre	100		1848	4
Vienna.....	Brick	1862				1	1850	25
Walkerton.....	Frame	1867	Rented	$\frac{1}{8}$ acre	300		1872	15

High Schools.—Continued.

INFORMATION.

Number of globes in School.	Estimated value of library, books, maps and furniture.	Schools in which the Bible is read.	Schools in which there are daily prayers.	Number of pupils matriculated at any University.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupation.	Number of masters engaged.	HEAD MASTERS AND THEIR UNIVERSITIES.
2	300	1	1		3	1		8	1	Henry B. Houghton, B.A., <i>Dublin.</i>
	40			4	2		4	2	2	William M. Elliott, M.A., <i>Victoria.</i>
1	443	1	1		2	8	1	20	1	W. A. Douglas, B.A., <i>Victoria.</i>
2	800	1	1	2	5	6	1	15	3	John Campbell, M.A., <i>Victoria.</i>
2	450	1	1	4	3	10	1	8	2	A. McClatchie, M.A., <i>Victoria.</i>
		1	1	1	1	2	3		1	John R. Wightman, M.A., <i>Toronto.</i>
2	1000		1	1	7	4	1	1	2	William R. Nason, B.A., <i>Toronto.</i>
	50		1		3	3		6	1	Peter C. McGregor, B.A., <i>Queen's.</i>
3	200	1	1		3	4		12	2	John Moore, M.A., <i>Victoria.</i>
3	800	1	1		6	5	2	4	2	Parmenio A. Switzer, B.A., <i>Victoria.</i>
	100		1			2	4	1	2	Alex. Sim, M.A., <i>Marischal, Aberdeen.</i>
1	100	1	1		7	4	13		2	John Shaw (<i>Certificate</i>).
1		1	1	1			7		2	P. C. Macnee, B.A., <i>Queen's.</i>
1	250				4				1	P. L. Dorland, B.A., <i>Albert.</i>
6		1	1	1	15				2	W. W. Tamblyn, M.A., <i>Toronto.</i>
2	600	1	1	2	16	4	4	15	5	John Thorburn, M.A., <i>McGill.</i>
1			1		5	4	1	30	3	Henry De La Matter (<i>Certificate</i>).
1			1	3	2	2	1		2	W. H. Law, B.A.
1		1	1		5	6	3	23	2	J. W. Acres, B.A., <i>Trinity.</i>
1	75	1	1		1	1			2	D. A. McMichael, B.A., <i>Toronto.</i>
										R. Geo. Scott, B.A., <i>Toronto.</i>
1		1	1	3	4	3	3		2	H. H. Ross, M.A., <i>Toronto.</i>
2		1	1	2	5	4	19	8	8	J. Byron Dickson, M.A., <i>Wesleyan.</i>
1	400	1	1						3	Joseph A. Clarke, M.A., <i>Victoria.</i>
1	250		1	2		2		2	1	James Lumsden, M.A., <i>Aberdeen.</i>
1	300	1	1	1	5	6	10		2	Dugald McBride, B.A., <i>Victoria.</i>
1	20		1		1				2	William Mallory, B.A., <i>Toronto.</i>
2			1	1	20		2	10	3	Adam Purslow (<i>Certificate</i>).
3	50	1	1		2		3	10	2	M. McPherson, M.A., <i>Victoria.</i>
	100		1						2	William Donald, B.A., <i>Queen's.</i>
1	100			2	1	2	3		2	James Crozier, B.A., <i>Toronto.</i>
4	1000	1	1		5	4	9	8	2	William Sinclair, B.A., <i>Toronto.</i>
2	400	1	1	1			5		1	Andrew McCulloch, B.A., <i>Queen's.</i>
2	500	1	1	2		1	3		2	Dion C. Sullivan, LL.B., <i>Toronto.</i>
3			1		3			7	1	W. Taylor Briggs, B.A., <i>Trinity.</i>
2		1			4	6	8	4	2	William Cruickshank, <i>Aberdeen.</i>
									1	John N. Muir, B.A., <i>McGill.</i>
2	300	1	1		6	3	3	15	2	C. J. McGregor, M.A., <i>Toronto.</i>
3	25		1	1	3				2	W. M. Nichols, B.A., <i>Toronto.</i>
1	200	1	1	1	4			2	1	Rev. W. S. Westney, M.A., <i>Trinity.</i>
1	1500		1	2	25	8	10	15	5	J. Howard Hunter, M.A., <i>Toronto.</i>
	4-500		1	3	11	5		1	2	William Tytler, B.A., <i>Toronto.</i>
2	350	1	1		15	3	1	8	2	John Millar, B.A., <i>Toronto.</i>
1	200	1	1		2			1	2	J. Murison, M.A., <i>Acadia, N.S.</i>
	1200	1	1	1	10	4	5	6	8	Rev. Nelson Burns, B.A., <i>Toronto.</i>
4		1	1		6	3	1	19	2	Archibald McMurchy, M.A., <i>Toronto.</i>
2		1	1		7	2	6	8	2	Henry M. Hicks, M.A., <i>Toronto.</i>
1		1	1	1	2			6	2	William Dale, M.A., <i>Toronto.</i>
2		1	1	1	2	4	8		2	John Maxwell, B.A., <i>McGill.</i>
1		1	1	1	2				2	E. M. Bigg, M.A., <i>Toronto.</i>
1	200	1	1		4	4			-1	Arnoldus Miller (<i>Certificate</i>).

TABLE H.—The

MISCELLANEOUS

HIGH SCHOOLS.	Brick, stone, or frame.	When built.	Freehold, leased, or rented.	Size of playground.	Estimated value of school-house and site.	Schools under united boards.	Year when School was first opened.	Number of maps in School.
Wardsville	Brick	1859	Freehold	1½ acres	\$ 3500	1	1860	20
Waterdown	Stone	1854	Freehold	3¼ acres	3000	1	1854	20
Welland	Brick	1870	Freehold	1 acre	1500	1	1856	10
Weston	Brick	1858	Freehold	1 acre	3200	1	1857	12
Whitby	Brick	1873	Freehold	½ acre	12000	1	1849	12
Williamstown	Brick	1857-9	Freehold	1½ acre	3-4000	1	'12-20	28
*Windsor	Brick	1872	Freehold	With Pub. School..	16000	1	1854	12
Woodstock	Brick	1849	Freehold	1 acre	3500	1	1843	14
Total, 1873 .....	.....	.....	.....	.....	.....	66	.....	1847
Do 1872 .....	.....	.....	.....	.....	.....	65	.....	1887
Increase.....	.....	.....	.....	.....	.....	1	.....	.....
Decrease .....	.....	.....	.....	.....	.....	.....	.....	40

* Estimated. No report.

High Schools.—*Continued.*

INFORMATION.

Number of globes in School.	Estimated value of library, books, maps and furniture.	Schools in which the Bible is read.	Schools in which there are daily prayers.	Number of pupils matriculated at any University.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture	Number of pupils who joined any learned profession.	Number of pupils who left for other occupation.	Number of masters engaged.	HEAD MASTERS AND THEIR UNIVERSITIES.
2	\$ 75		1		2	2		5	2	
1		1	1	1	10	6	10	2	2	
3	300	1	1		2		1		2	
1			1	4		1			2	
	750		1	4	6	8	6	10	4	
2	300		1	1	4	2	1	20	2	
2			1	1					1	
1	400	1	1		10	3	10	4	4	
160		63	94	91	502	279	290	622	252	
151		60	90	78	486	300	213	536	239	
9		3	4	13	16		77	86	13	
						21				
										Thomas Armstrong, B.A., <i>Trinity.</i>
										David H. Hunter, B.A., <i>Toronto.</i>
										William Oliver, B.A., <i>Toronto.</i>
										John Somerville, M.A., <i>Toronto.</i>
										George H. Robinson, M.A., <i>Toronto.</i>
										Rev. Alex. Jamieson, B.A., <i>Queen's.</i>
										George Strauchon (<i>Certificate</i>).

TABLE I.—Certain Results of Meteorological Observations

OBSERVERS :—*Cornwall*—James Smith, Esq., M.A. ; *Barrie*—H. B. Spotton, Esq., M.A. ; *Peterborough*
Stratford—Charles J. Macgregor, Esq., M.A. ; *Hamilton*—Geo. Dickson, Esq., ; *Simcoe*—Dion C.

STATIONS.	Pembroke.	Cornwall.	Barrie.	Peterborough.
Latitude	45° 50	45° 0	44° 25	44° 20
Longitude	77° 10	74° 50	79° 45	78° 25
Height above the sea	423 ft.	175 ft.	779 ft.	670 ft.
BAROMETER.	Report from Pembroke not received.			
Corrected to 32°, and approximately reduced to sea level.				
Annual mean pressure { at 7 a.m.		29·9447	29·5487	29·9149
at 1 p.m.		29·9120	29·3929	29·8967
at 9 p.m.		29·9343	29·5541	29·9075
mean.....		29·9303	29·4985	29·9064
Highest pressure		30·731	30·375	30·552
Date of highest pressure		December	March	December
Highest monthly mean pressure.....		30·0268	29·7409	30·0017
Month of highest mean pressure		December	January	August
Lowest monthly mean pressure		29·85	29·1618	29·8104
Month of lowest mean pressure.....		November	June	November
Lowest pressure		28·94	28·187	29·081
Date of lowest pressure.....		March	June	January
TEMPERATURE.				
Annual means { at 7 a.m.		38° 95	39° 71	38° 24
at 1 p.m.		47° 37	49° 13	49° 85
at 9 p.m.		40° 67	39° 71	40° 79
mean.....		42° 33	42° 85	42° 96
Mean maximum		50° 44	55° 02	53° 98
Mean minimum		29° 33	30° 16	29° 10
Mean range		21° 11	24° 86	24° 88
Greatest daily range		44° 80	49° 08	46° 2
Day of greatest range.....		January	March	January
Least daily range		5° 9	4°	6° 5
Day of least range		January	April	March
Highest temperature		88° 8	96° 4	93° 8
Day of highest temperature.....		June 30th	June 1st	June 19th
Lowest temperature		-22° 3	-27° 8	-27° 3
Day of lowest temperature		December 1st	January 29th	January 29th
Warmest month		July	July	July
Mean temperature of warmest month.....		70° 49	68° 73	70° 33
Coldest month		January	January	January
Mean temperature of coldest month..		13°	15° 22	15° 71
Warmest day.....		July 3rd	June 19th	June 19th
Mean temperature of warmest day...		77° 8	79° 43	81° 33
Coldest day		January 29th	January 29th	January 29th
Mean temperature of coldest day		-11° 43	-6° 33	-5° 63
TENSION OF VAPOUR.				
Annual means { at 7 a.m.		·249	·254	·245
at 1 p.m.		·266	·296	·277
at 9 p.m.		·252	·2557	·258
mean.....		·256	·2686	·260
Highest monthly mean tension.....		·556	·546	·576
Month of highest mean tension.....		July	July	July
Lowest monthly mean tension		·078	·0901	·084
Month of lowest mean tension		January	January	January

t Ten High Schools for the Year 1873.

James B. Dixon, Esq., M.A.; *Belleville*—Alex. Burdon, Esq.; *Goderich*—Hugh J. Strang, Esq., B.A.;
 Sullivan, Esq., LL.B.; *Windsor*—James H. Johnston, Esq., M.A.

Belleville.	Goderich.	Stratford.	Hamilton.	Simcoe.	Windsor.
44° 10 77° 25 307 ft.	43° 45 81° 42 720 ft.	43° 25 80° 58 1182 ft.	43° 15 79° 57 325 ft.	42° 51 80° 14 716 ft.	48° 20 83° 620 ft.
29-96 29-9393 29-9483 29-9492 30-539 March 30-0263 August 29-875 November 29-085 March	29-9172 29-9063 29-9139 29-9125 30-528 March 30-0064 August 29-8404 April 29-186 October	29-8748 29-8632 29-8743 29-8708 30-434 Nov., March 29-9873 August 29-787 November 29-142 October	29-9121 29-8875 29-9050 29-9015 31-894 November 30-0366 December 29-8073 April 29-158 March	29-7356 29-7132 29-7154 29-7214 30-521 April 29-8242 October 29-6420 April 29-031 March	29-9714 29-9523 29-9653 29-9630 30-617 March 30-035 August 29-8715 April 29-312 November
40° 18 48° 44 43° 24 43° 95 52° 74 34° 01 18° 73 35° 7 December 2° 8 April 90° July 15th -17° 9 January 29th July 70° 29 January 17° 32 July 14th 77° 56 January 29th -48° 93	41° 23 47° 99 41° 99 43° 74 51° 09 31° 95 19° 14 42° 8 June 2° 5 December 90° 2 July 25th -18° 1 January 29th August 70° 24 January 17° 28 July 28th 78° 10 January 29th -4° 10	39° 10 46° 77 40° 57 42° 15 49° 90 32° 83 17° 07 34° 8 June 30° 4 December 86° 5 June 19 & July 17 -19° 3 January 29th July 67° 63 January 15° 80 June 19th 78° 33 January 29 -10° 10	43° 19 50° 08 43° 47 45° 58 53° 56 36° 02 17° 54 43° 5 September 3° 8 March 91° 6 June 19th -14° 5 January 29th July 72° 27 January 19° 47 June 19th 83° 4 January 29th -5° 93	44° 08 53° 40 45° 08 47° 52 58° 07 33° 28 24° 79 49° 9 June 6° 2 March 91° 9 June 25th -25° 6 January 29th July 74° 90 January 20° 33 July 24th 87° 86 January 29th -10° 4	43° 75 52° 35 44° 53 46° 88 55° 97 36° 86 19° 11 46° February 3° December 94° 5 August 21st -27° 1 January 29th July 72° 49 January 18° 77 June 19th 83° 20 January 29th -11° 77
262 302 281 282 562 July 099 January	272 303 270 282 581 August 0903 January	265 290 263 273 561 July 092 January	267 296 266 276 567 August 107 January	300 368 304 324 664 July 105 January	282 303 291 292 580 July 098

TABLE I.—Certain Results of Meteorological Observation

STATIONS.	Pembroke.	Cornwall.	Barrie.	Peterborough
HUMIDITY.				
	Report from Pembroke not received.			
Annual means { at 7 a.m.		81	85	82
{ at 1 p.m.		68	72	63·95
{ at 9 p.m.		81	86	79·49
{ mean		77	81	75·15
Highest monthly mean humidity		86	94	85·77
Month of highest mean humidity		January	December	December
Lowest monthly mean humidity		62	63	59·74
Month of lowest mean humidity		May	June	June
AMOUNT OF CLOUDINESS.				
Annual means { at 7 a.m.		6·9	6·59	5·99
{ at 1 p.m.		7·	6·89	6·42
{ at 9 p.m.		5·8	5·05	5·19
{ mean		6·6	6·17	5·87
Highest monthly mean cloudiness		8·4	8·1	8·02
Month of highest mean cloudiness		November	December	December
Lowest monthly mean cloudiness		3·4	4·4	4·17
Month of lowest mean cloudiness		June, August	August	June
RAIN AND SNOW.				
Number of rainy days		98	88	94
Duration in hours and minutes		579·50		488·40
Depth in inches		23·9299	17·2962	19·2403
Number of snowy days		79	79	77
Duration in hours and minutes		565·5		493·24
Depth in inches		110·13	95·455	77·574
Total depth of rain and melted snow		34·9429	26·8417	26·9977
Month of greatest precipitation		July	June	March
Depth		5·1660	3·5024	4·3604
Month of least precipitation		February	April	February
Depth		7910	3705	7881

at Ten High Schools for the Year 1873.

Belleville.	Goderich.	Stratford.	Hamilton.	Simcoe.	Windsor.
84.7 75.5 83.8 81.3 91 November and December 65 June	83 75 82 80 86 December 73 June	88 74 84 82 90 January 69 May	81.02 73.35 80.84 78.40 89.4 January 66.9 July	80.27 74.47 80.87 78.54 88.73 December 69.7 June	79 63 81 74 83 January and December 66 September
5.4 5.4 5.43 5.41 8.12 December 3.62 June	7.08 6.64 5.32 6.35 8.59 January 4.28 August	6.6 6.7 5. 6.1 8.2 January 4.2 June	5.84 6.09 5.08 5.67 7.7 January 3.93 September	5.60 4.95 4.01 4.85 8.65 January 2.2 August	6.6 6.9 5.7 6.4 8.7 January 4.5 June
86 347.20 21.332 52 218 140.83 35.415 March 6.536 May 989	115 238.5 20.3103 82 166 116 31.9403 October 5.3084 February 9	90 552.25 28.3897 62 406.30 106.7 39.0597 December 4.9916 February 1.2028	88 29.8093 66 127.4735 42.5566 December 5.9138 February 6202	95 627 28.8267 26 151 78.601 36.6868 October 4.5924 February	76 320.5 24.076 44 149 96.9 33.746 January 4.553 August 1883

TABLE K.—THE NORMAL SCHOOL FOR ONTARIO.

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &c.

THE SESSIONS OF THE NORMAL SCHOOL. FOR ONTARIO.	APPLICANTS FOR ADMIS- SION.			REJECTED.			ADMITTED.			WHO HAD BEEN TEACHERS BEFORE.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 48th Session, inclusive.....	7464	3805	3659	705	357	348	6759	3448	3311	3290	2286	1004
Forty-ninth Session	144	62	82	3	1	2	141	61	80	70	39	31
Fiftieth Session	140	55	85	10	2	8	130	53	77	52	37	15
Grand Total.....	7748	3922	3826	718	360	358	7030	3562	3468	3412	2362	1050

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &c.—Continued.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	WHO ATTENDED FORMERLY.			WHO LEFT.		
	Total.	Male.	Female.	REGULARLY.		
	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 48th Session, inclusive.....	2328	925	1403	1278	763	515
Forty-ninth Session	44	13	31	26	12	14
Fiftieth Session	57	24	33	17	12	5
Grand Total.....	2429	962	1467	1321	787	534
				371	273	98

NOTE.—Of the whole number of admissions, a very large proportion have attended two or three Sessions—some even four and five—so as greatly to reduce the aggregate of individual attendance. And the same is true of the Provincial Certificates, of which a considerable number have lapsed by deaths and become otherwise unavailable by removals, and a still larger number have been superseded by subsequent Certificates. 2846 Students received Provincial Normal School Certificates up to the termination of the forty-fifth Session, and 420 received "Certificates of Standing in Class" from the Master before Provincial Certificates were issued. Certificates issued after the forty-fifth Session do not render the holders legally entitled to be Public School Teachers, as they must now also pass the same examinations as all other candidates for that position.

TABLE K.—THE NORMAL SCHOOL FOR ONTARIO.—Continued.

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	Glengarry.			Stormont.			Dundas.			Prescott.			Russell.			Carleton.			Grenville.			Leeds.			Lanark.			Renfrew.			Frontenac.			Addington.			Lennox.			Prince Edward.			Hastings.			Northumber- land.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
From the 1st to the 48th Session, inclusive.....	44	19	25	45	28	17	33	24	9	25	13	12	18	11	7	88	74	14	54	36	18	84	49	35	112	98	14	20	18	2	63	37	41	29	12	0	17	13	145	119	26	106	80	26	112	68	44																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
Forty-ninth Session.....	1	1											1	1	2	2						2	1																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.—Continued.

[illegible]

TABLE K.—THE NORMAL SCHOOL FOR ONTARIO.—*Concluded.*ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.—*Concluded.*

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	Haldimand.		Norfolk.		Oxford.		Waterloo.		Wellington.		Grey.		Perth.		Huron.		Bruce.		Middlesex.		Elgin.		Kent.		Lambton.		Essex.		Grand Total.			
	Total.	Female.	Total.	Male.	Total.	Female.	Total.	Male.	Total.	Female.	Total.	Male.	Total.	Female.	Total.	Male.	Total.	Female.	Total.	Male.	Total.	Female.	Total.	Male.	Total.	Female.	Total.	Male.	Total.			
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
From the 1st to the 48th Session, inclusive	109	53	47	99	54	45	228	131	97	103	71	32	143	88	55	67	38	29	143	102	41	134	116	18	61	51	10	335	177	158	139	
Forty-ninth Session	2	2	1	5	1	4	1	1	6	3	2	2	2	5	6	2	2	1	9	4	5	2	8	6	2	2	6	2	2	141		
Fiftieth Session	3	2	1	3	5	2	1	2	2	3	2	2	2	2	4	2	2	6	2	4	1	3	3	3	3	3	3	3	3	130		
Grand Total	105	57	48	102	57	45	238	134	104	104	72	32	151	93	58	70	41	29	150	104	46	146	126	20	63	53	10	350	183	167	141	
	105		57		48		102		57		45		238		134		104		104		72		32		151		93		58		70	

ABSTRACT No. 3.—RELIGIOUS PERSUASIONS OF THE STUDENTS ATTENDING THE NORMAL SCHOOL.

THE SESSIONS OF THE NORMAL SCHOOL FOR ON- TARIO.	Total Num- ber of Stu- dents ad- mitted.		Church of England.		Roman Catholic.		Presby- terian.		Methodist.		Baptist.		Congrega- tionalist.		Lutheran.		Quaker.		Universalist.		Unitarian.		Disciple.		Other per- suasions.					
	Total.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
From the 1st to the 48th Session, inclusive	6759	3448	3311	1158	513	645	308	130	178	1941	1017	924	2372	1262	1110	467	254	213	262	166	8	5	3	48	23	15	4	4	111	34
Forty-ninth Session	141	61	80	25	11	14	4	1	3	54	28	26	42	17	25	6	2	4	2	2	1	1	1	1	1	1	1	1	8	6
Fiftieth Session	130	53	77	30	8	22	4	2	2	31	9	22	49	25	24	7	5	2	1	1	1	1	1	1	1	1	1	8	4	4
Grand Total	7030	3562	3408	1213	532	681	316	133	183	2026	1054	972	2463	1304	1159	480	261	219	265	169	8	5	3	48	23	15	4	4	117	44

TABLE L.—The other Educational Institutions of Ontario.—*Concluded.*

TOTALS.	COLLEGES.			ACADEMIES AND PRIVATE SCHOOLS.						TOTAL.			
	Number of Colleges.	Number of Students.	Annual Income or Legislative Aid.	Amount received from Fees.	Number of Academies and Private Schools.	Number of Pupils.	Number of months open.	Number of Teachers.	Amount received from Fees.	Total number of Colleges, Academies and Private Schools.	Total Students and Pupils.	Total amount received from Legislative Aid.	
			\$ cts.	\$ cts.					\$ cts.			\$ cts.	
Total Counties	11	2000	115000 00	45000 00	89	1520	8	110	9316 00	89	1520	9316 00	
“ Cities.....					70	2718	12	149	61000 00	81	4718	221000 00	
“ Towns	5	700	45000 00	12000 00	78	2918	11	119	22000 00	83	3618	79000 00	
“ Villages					28	602	11	51	5310 00	28	602	5310 00	
Grand Total, 1873	16	2700	160000 00	57000 00	265	7858	10	429	97626 00	281	10458	314626 00	
“ 1872	16	2700	160000 00	57000 00	258	6670	11	406	91552 00	274	9370	308552 00	
Increase.....					7	1088	.....	23	6074 00	7	1088	6074 00	
Decrease							1						

TABLE M.—STATEMENT No. 1.—The Free Public Libraries of Ontario.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT DURING THE YEAR.

COUNTIES AND NAMES OF PUBLIC SCHOOL LIBRARIES.			MONEYS.			Total number of Volumes supplied.
			Amount of Local Appropriation.	Amount of Legislative Apportionment.	Value of Books sent.	
			\$ cts.	\$ cts.	\$ cts.	
<i>Ottawary</i>	Lochiel	Township	10 00	10 00	20 00	26
<i>Leamark</i>	County Teachers' Library .....	.....	61 08	61 08	122 16	93
<i>Frontenac</i>	Loughborough	No. 3	40 00	40 00	80 00	119
	Portland	No. 11	10 00	10 00	20 00	44
	Storrington	No. 6	50 00	50 00	100 00	137
	Do	No. 13	20 00	20 00	40 00	84
<i>Addington</i>	Camden, East	No. 5	10 00	10 00	20 00	31
	Do	No. 7	5 00	5 00	10 00	25
	Do	No. 11	20 00	20 00	40 00	41
	Do	No. 17	10 00	10 00	20 00	45
<i>Lennox</i>	ericksburgh, North	No. 10	5 00	5 00	10 00	24
	Do South	No. 2	5 00	5 00	10 00	26
	Do	No. 4	5 25	5 25	10 50	34
<i>Prince Edward</i>	Hillier	No. 15	19 57	19 57	39 14	61
<i>Hastings</i>	Hungerford	No. 1	5 00	5 00	10 00	18
	Madoc	No. 7	5 00	5 00	10 00	23
	Thurlow	No. 13	5 00	5 00	10 00	21
	Do	No. 20	10 00	10 00	20 00	38
	Tyendinaga	No. 29	5 00	5 00	10 00	31
<i>Durham</i>	Cavan	No. 8	10 00	10 00	20 00	40
	Clarke	No. 4	10 00	10 00	20 00	34
	Do	No. 14	50 00	50 00	100 00	151
	Do	No. 17	7 00	7 00	14 00	32
	Do	Nos. 22 and 2	6 00	6 00	12 00	22
	Hope	No. 2	10 00	10 00	20 00	38
	Do	No. 8	11 00	11 00	22 00	33

<i>Victoria</i>	Do..... Manvers..... Do..... Do.....	No. 13..... No. 2..... No. 3..... No. 15.....	10 00 15 00 10 00 10 00	10 00 15 00 10 00 10 00	20 00 30 00 20 00 20 00	45 47 37 29
<i>Yukon</i>	Mariposa..... Stephenson..... Markham..... Gwillimbury, East.....	No. 8..... No. 4 U. S. S..... No. 8..... No. 8.....	7 09 21 50 17 00 4 12½	7 09 21 50 17 00 4 12½	14 18 43 00 34 00 8 25	10 71 35 1
<i>Simcoe</i>	Nottawasaga..... Reformatory, Penetanguishene..... Esquesing..... Do.....	No. 1..... No. 1..... No. 12..... No. 1.....	20 50 30 00 15 52 50 00	20 50 30 00 15 52 50 00	41 00 60 00 31 04 100 00	66 100 50 92
<i>Huron</i>	Nelson..... Do..... Do..... Do.....	No. 1..... No. 6..... No. 8..... No. 8.....	25 00 10 00 10 00 10 00	25 00 10 00 10 00 10 00	50 00 20 00 20 00 20 00	95 26 25 25
<i>Wentworth</i>	Barton..... Do..... Saltfleet.....	No. 2..... No. 7..... No. 5.....	30 00 5 00 27 37	30 00 5 00 27 37	60 00 10 00 54 74	143 14 128
<i>Brant</i>	Brantford..... Brantford and Onondaga..... Mount Pleasant.....	No. 5..... No. 10 U. S. S..... High School.....	45 22 45 96 8 13	45 22 45 96 8 13	90 44 91 92 16 26	100 107 19
<i>Lincoln</i>	County Teachers' Library.....	.....	47 25	47 25	94 50	95
<i>Welland</i>	Bertie..... Thorold..... Wainfleet.....	No. 4..... No. 6..... No. 4.....	50 00 8 75 11 00	50 00 8 75 11 00	100 00 17 50 22 00	128 32 43
<i>Norfolk</i>	Houghton..... Walsingham.....	No. 3..... No. 13.....	10 00 35	10 00 35 00	20 00 70 00	45 123
<i>Waterloo</i>	Waterloo.....	No. 6.....	00	10 00	20 00	43
<i>Wellington</i>	Eramosa..... Guelph..... Do..... Minto.....	No. 8..... No. 4..... No. 4½..... No. 2.....	33 10 20 00 10 00 50 00	33 10 20 00 10 00 50 00	66 20 40 00 25 100 00	118 55 25 118
<i>Grey</i>	St. Vincent..... St. Vincent and Collingwood..... Do..... Sarniak..... Sydenham..... Sydenham and St. Vincent..... Do.....	No. 1..... No. 1 U. S. S..... No. 6..... No. 3..... No. 5..... No. 9 U. S. S..... No. 10.....	14 01 20 00 39 00 5 00 24 00 30 00 42 20	14 01 20 00 39 00 5 00 24 00 30 00 42 20	28 02 40 00 78 00 10 00 48 00 60 00 84 40	48 59 107 23 92 101 109

TABLE M.—STATEMENT No. 1.—The Free Public Libraries of Ontario.—*Concluded.*

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT DURING THE YEAR.						
COUNTIES AND NAMES OF PUBLIC SCHOOL LIBRARIES.		MONEYS.				Total number of Volumes supplied.
		Amount of Local Appropriation.	Amount of Legislative Apportionment.	Value of Books sent.		
				\$ cts.	\$ cts.	
<i>Bruce</i>	Kincardine	No. 1	7 00	7 00	14 00	44
	<i>Middlesex</i>	London	No. 20	33 00	33 00	66 00
		Metcalfe	No. 8	17 00	17 00	34 00	62
<i>Kent</i>	Williams, East	No. 11	5 60	5 60	11 20	25
	Chatham	No. 18	16 00	16 00	32 00	53
	Harwich	No. 11	25 00	25 00	50 00	70
<i>Lambton</i>	Tilbury, East	No. 2	50 00	50 00	100 00	130
	Dawn	No. 5	40 00	40 00	80 00	94
	Moore	No. 11	15 00	15 00	30 00	46
<i>Cities</i>	Sombra	No. 14	20 00	20 00	40 00	57
	Warwick	No. 6 Teachers' Library	5 00	5 00	10 00	10
	Hamilton	Public School	50 51½	50 51½	101 03	145
<i>Towns</i>	Kingston	Provincial Penitentiary	200 75	200 75	401 50	400
	Ottawa	Public School	5 30	5 30	10 60	29
	St. Catharines	Collegiate Institute	29 35	29 35	58 70	20
<i>Villages</i>	Windsor	Public School	3 37½	3 37½	6 75	1
	Woodstock	High School	40 00	40 00	80 00	83
	Forest	Public School	30 00	30 00	60 00	59
	Port Perry	Union School	1 60	1 60	3 20	2
	Uxbridge	Do	10 00	10 00	20 00	28
	Vienna	Do	31 00	31 00	62 00	70
			1917 11½	1917 11½	3834 23	5367

TABLE M.—STATEMENT No. 2.—The Free Public School Libraries of Ontario.—Continued.

COUNTIES.	THE FREE PUBLIC SCHOOL LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT.										OTHER PUBLIC LIBRARIES.				TOTAL.	
	MONEYS.										SUNDAY SCHOOL LIBRARIES.		OTHER PUBLIC LIBRARIES.		TOTAL SCHOOL AND PUBLIC LIBRARIES IN ONTARIO.	
	Amount of Local Appropriation.		Amount of Legislative Appropriation.		Value of Books sent.		Value of Books sent in former years.		Total Value of Books sent.		Number of Libraries, exclusive of subdivisions.		Total Number of Volumes in Libraries.		Libraries.	Volumes.
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.						
Haldimand.....	45	00	45	00	90	00	3201	10	3201	10	33		5595	2600	64	8195
Norfolk.....							1589	96	1679	96	23		2967	9035	104	12675
Oxford.....							5404	54	5404	54	49		11327	11818	114	23445
Waterloo.....	10	00	10	00	20	00	2152	87	2172	87	17		3947	3643	46	8140
Wellington.....	113	10	113	10	226	20	2023	57	5249	77	57		8852	15191	164	26463
Grey.....	174	21	174	21	348	42	3677	28	4025	70	45		7446	11418	167	13762
Perth.....							3399	02	3399	02	35		6230	5156	93	11830
Huron.....	7	00	7	00	14	00	6570	50	6570	50	57		11384	14473	166	26599
Bruce.....	55	60	55	60	111	20	4521	36	4632	56	58		7840	8208	115	12298
Middlesex.....							2198	14	2198	14	20		3996	11224	170	20573
Elgin.....	91	00	91	00	182	00	3810	00	3992	00	37		7586	1940	42	6276
Kent.....	80	00	80	00	160	00	3710	13	3870	13	31		5288	9090	114	17320
Lambton.....							1808	00	1808	00	11		3178	1621	66	6909
Essex.....							104	00	104	00	1		128	2325	39	6503
Districts.....														698	9	826
Totals.....	1515	22½	1515	22½	3030	45	116157	38	119187	83	1191		219034	265093	3572	510833
Total Counties.....	1515	22½	1515	22½	3030	45	116157	38	119187	83	1191		219034	265093	3572	510833
Do Cities.....	256	56½	256	56½	513	13	12784	74	13297	87	15		19739	26310	108	100499
Do Towns.....	72	72½	72	72½	145	45	9888	52	10033	97	46		12807	44350	254	87976
Do Villages.....	72	60	72	60	145	20	4416	74	4561	94	31		7259	31905	248	55994
Grand Totals.....	1917	11½	1917	11½	3834	23	143247	38	147081	61	1283		258879	367658	4182	755302

TABLE M.—STATEMENT No. 3.—The Free Public Libraries of Ontario.

The following is a Statement of the Number and Classification of Public Library and Prize Books sent out from the Depository of the Ontario Education Department, from 1853 to 1873, inclusive.

No. of volumes sent out during the year.	Total volumes of library books.	History.	Zoology and Physiology.	Botany.	Phænomena.	Physical Science.	Geology.	Natural Philosophy and Mathematics.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Literature.	Voyages.	Biography.	Tales & Sketches.	Fiction.	Teachers' Library.	Prize Books.	Grand Total Library and Prize Books.
1853	21922	4158	1602	287	906	526	234	940	132	192	807	2694	1141	2917	5178	.....	208	.....	21922
1854	66711	10633	5532	1030	2172	1351	636	4780	629	321	3235	5764	4350	6393	19307	.....	578	.....	66711
1855	28659	5475	2053	318	558	1663	200	1808	207	76	1432	3361	2926	3981	6049	.....	432	.....	28659
1856	13669	2498	652	118	327	887	77	660	55	31	418	1523	1019	1844	3832	.....	258	.....	13669
1857	29833	5295	1763	321	632	817	195	1729	134	67	1257	2391	2253	3516	9219	.....	244	.....	32390
1858	7587	1567	503	86	152	98	61	276	27	2	186	713	843	744	2245	.....	84	.....	15632
1859	9508	1670	551	136	209	192	130	432	87	18	300	1169	714	1127	2401	.....	172	.....	21397
1860	9072	1561	475	144	223	200	100	526	61	17	339	832	797	1115	2520	.....	142	.....	29266
1861	6488	1273	302	59	101	72	64	223	36	2	172	601	760	880	1826	.....	117	.....	29194
1862	5599	927	244	45	99	43	75	211	45	24	165	412	661	830	1706	.....	112	.....	33419
1863	6274	707	304	42	97	80	67	282	26	6	202	547	652	864	2286	.....	112	.....	32960
1864	3361	552	140	11	47	38	28	134	7	.....	87	321	290	451	1198	.....	57	.....	39164
1865	3892	611	168	20	125	53	26	131	26	.....	110	338	534	553	1225	.....	58	.....	33381
1866	6856	1144	217	56	78	81	55	282	26	19	291	524	595	650	1971	.....	148	.....	44601
1867	5426	1003	125	20	135	65	15	189	7	.....	118	554	595	595	2200	.....	66	.....	58871
1868	6573	1106	214	39	86	51	42	195	26	.....	132	554	595	595	2211	.....	52	.....	64103
1869	6428	1148	268	51	96	91	36	156	18	19	162	499	1172	882	1237	.....	60	.....	61288
1870	5024	865	162	28	68	64	36	156	14	.....	139	367	527	524	1542	.....	52	.....	61085
1871	4825	830	152	12	46	41	35	145	18	1	149	366	850	566	1591	.....	37	.....	60655
1872	6015	866	235	49	90	64	57	188	18	.....	132	540	850	566	1671	.....	323	.....	65245
1873	5367	771	176	32	78	74	59	164	21	2	178	420	734	409	1727	.....	351	.....	69736
Total ...	258879	44660	15838	2904	6322	4951	2228	13649	1597	797	10051	24598	23154	29476	73142	1849	3663	699147	958026

Volumes sent to Mechanics' Institutes and Sunday Schools.....

19807

Deduct volumes returned for exchange, &c.

977833

. 616

Grand Total, Library and Prize Books despatched up to 31st December, 1873

977217

TABLE N.—The High and Public Schools of Ontario.

SUMMARY OF MAPS, APPARATUS AND PRIZE BOOKS SUPPLIED TO COUNTIES, CITIES, TOWNS AND VILLAGES DURING THE YEAR.

COUNTIES.	MONEYS.			MAPS OF.								APPARATUS.			OBJECT LESSONS.	PRIZE BOOKS.		
	Local contribu- tions.	Legislative ap- portionment.	Total.	World.	Europe.	Asia.	Africa.	America.	B. N. America and Canada.	Great Britain & Ireland.	Single Hemi- spheres.	Classical and Scriptural.	Other charts and maps.	Globes.			Sets of appa- tus.	Other school ap- paratus (pieces.)
Glengarry	\$ cts.	\$ cts.	\$ cts.	10	11	11	11	12	15	15	1	2	15	7	2	29	516	695
Stormont	363 80½	149 50	299 00	15	16	6	4	15	6	1	2	1	1	1	1	1	537	226
Dundas	77 20	77 20	154 40	4	4	3	1	1	2	2	1	1	1	1	1	1	161	286
Prescott	126 65	126 65	253 30	7	1	1	1	1	6	6	2	2	2	2	4	23	182	140
Russell	55 16	55 16	110 32	2	4	2	2	2	1	1	2	2	1	4	2	62	127	127
Carleton	434 37	434 37	868 74	4	9	3	1	2	10	5	8	3	5	1	3	7	452	2138
Grenville	45 35	45 35	90 70	1	1	1	1	1	1	1	2	2	1	1	1	1	337	337
Leeds	299 12	299 12	598 24	4	9	7	5	7	10	6	10	1	4	1	1	2	295	1158
Lanark	373 19	373 19	746 38	3	10	8	10	6	15	2	21	1	1	1	1	5	534	1021
Renfrew	151 95	151 95	303 90	10	4	7	5	8	11	1	1	1	1	1	1	4	289	348
Frontenac	550 70½	550 70½	1101 41	38	24	19	11	23	45	1	2	2	13	1	1	4	1903	610
Addington	271 12½	271 12½	542 25	15	6	3	3	9	9	9	1	1	5	18	14	14	725	704
Lennox	143 00	143 00	286 00	9	8	6	3	8	8	1	4	1	2	9	2	2	291	187
Prince Edward	137 50½	137 50½	275 01	2	3	2	3	3	8	1	4	1	7	3	3	8	238	470
Hastings	341 68	341 68	683 36	14	10	5	5	11	12	1	2	2	3	8	1	25	837	851
Northumberland	410 37	410 37	820 74	7	5	7	8	7	10	7	12	3	6	1	1	10	485	1479
Durham	589 02½	589 02½	1178 05	7	7	8	5	6	10	3	3	3	8	5	2	11	505	2216
Peterborough	181 83	181 83	363 66	9	9	2	1	5	8	5	2	2	8	5	1	4	189	613
Victoria	557 84½	557 84½	1115 69	12	10	6	6	8	18	6	4	4	6	2	7	11	542	2044
Ontario	538 39	538 39	1076 78	9	8	10	6	8	18	8	6	2	4	9	3	3	229	2627
York	900 35½	900 35½	1800 71	12	12	10	10	13	11	8	6	4	19	5	2	23	1080	3621
Peel	298 53	298 53	597 06	5	7	8	7	10	9	8	4	3	8	2	2	6	671	1068
Simcoe	650 02	650 02	1300 04	12	18	11	13	12	19	4	10	3	10	3	2	18	1200	2996
Halton	324 09½	324 09½	648 19	9	2	3	2	5	6	6	4	2	7	2	2	8	404	1287
Wentworth	440 58½	440 58½	881 17	6	5	6	4	10	6	3	4	1	15	2	1	7	91	1696
Brant	271 25½	271 25½	542 51	7	3	3	3	3	7	2	2	2	1	5	2	21	990	656
Lincoln	203 38½	203 38½	406 77	2	4	3	2	3	5	3	2	2	1	2	7	4	225	896
Welland	237 26½	237 26½	474 53	4	6	6	5	7	6	3	2	2	3	2	4	4	173	1174
Haldimand	188 75	188 75	377 50	1	6	1	1	2	9	3	13	2	7	1	1	1	328	779

TABLE N.—The High and Public Schools of Ontario.

SUMMARY SHOWING TOTAL NUMBER OF MAPS, APPARATUS AND PRIZE BOOKS SUPPLIED BY THE EDUCATION DEPARTMENT,
FROM 1855 TO 1873 INCLUSIVE.

YEARS.	MONEYS.			MAPS OF										APPARATUS.			OBJECT LESSONS.	PRIZE. BOOKS.
	Local Contribu- tions.	Legislative Ap- portionment.	Total.	World.	Europe.	Asia.	Africa.	America.	B. N. America and Canada.	Great Britain and Ireland.	Single Hemi- spheres.	Classical and Scriptural.	Other Charts and Maps.	Globes.	Sets of Appa- ratus.	Other School Ap- paratus (pieces).		
From 1855 to 1872 inclusive	\$ 182692 48	\$ 182692 48	\$ 365384 96	3036	4614	3726	3422	3916	4462	4111	3115	2963	6718	2340	509	17127	198528	627590
1873	21451 32½	21451 32½	42902 65	371	418	327	281	412	543	224	272	147	534	214	85	2816	27121	71557
Grand Total from 1855 to 1873.	204143 80½	204143 80½	408287 61	3407	5032	4053	3703	4328	5005	4335	3387	3110	7252	2554	594	19943	225649	699147

TABLE N.—The High and Public Schools of Ontario.

BOOKS IMPORTED INTO ONTARIO AND QUEBEC.

TABLE showing the value of articles sent out from the Education Depository during the years 1851 to 1873 inclusive.

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of books (not maps or school apparatus) imported into Ontario and Quebec.

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at catalogue prices without any apportionment from the Legislative Grant.		Total value of library, maps and school books, despatched.	YEAR.	Value of books entered at ports in the Province of Quebec.	Value of books entered at ports in the Province of Ontario.	Total value of books imported into the two Provinces.	Proportion imported for the Education Department of Ontario.
	Public school library books.	Maps, apparatus and prize books.	\$	cts.						
1851	.....	.....	1414	00	1414	1850	101880	141700	243580	84
1852	.....	.....	2981	00	2981	1851	120700	171732	292432	3296
1853	.....	.....	4233	00	4233	1852	141176	159268	300444	1288
1854	51376	4655	5514	00	56800	1853	158700	254280	412980	22764
1855	9947	9320	4389	00	18991	1854	171432	307808	479260	44060
1856	7205	18118	5726	00	22251	1855	194356	338792	533148	25024
1857	16200	11810	6452	00	40770	1856	208636	427992	636628	10208
1858	3982	11810	6372	00	22764	1857	224400	309172	533572	16028
1859	5805	11905	6679	00	24389	1858	171255	191942	363197	10692
1860	5289	16882	5416	00	27537	1859	139057	184304	323361	5308
1861	4084	16251	4894	00	25229	1860	155604	232504	408108	8846
1862	3273	16194	4844	00	24311	1861	183612	344621	530233	7782
1863	4022	15887	3461	00	23370	1862	183987	249234	433221	7800
1864	1931	17260	4454	00	23645	1863	184652	276673	461325	4085
1865	2400	20224	3818	00	26442	1864	93308	127233	220541	4668
1866	4375	27114	4172	00	35661	1864-5	189386	200304	389690	9522
1867	3404	28270	7319	00	39093	1865-6	222559	247749	470308	14749
1868	4420	25923	4793	00	35136	1866-7	233837	273615	507452	20743
1869	4655	24475	5678	00	34808	1867-8	224582	254048	478630	12374
1870	3396	28810	6175	00	38381	1868-9	278914	373758	652672	11874
1871	3300	30076	8138	00	41514	1869-70	220371	351171	571542	13019
1872	4421	42205	10481	00	57167	1870-1	146435	411518	557953	13078
1873	3834	42902	7010	00	53746	1871-2	212644	477581	690225	20315
						1872-3	221978	540143	762121	16597

TABLE O.—The Superannuated or Worn-out Public School Teachers.

NAME.		Age.	Years of teaching in Ontario.	Amount of pension.	Amount of cash certified to the Hon. Provincial Treasurer as payable to pensioners from 1st January to 31st December.	Period for which the payments were made.
				\$	cts.	
6	Donald Currie	85	18	108 00	104 00	For the year 1873.
11	Thomas J. Graffe	66	18	108 00	104 00	
13	James Benton	77	25	150 00	146 00	
19	Peter Stewart	90	22	132 00	128 00	
42	W. R. Thornhill	75	22	132 00	128 00	
45	John Fletcher	64	18	108 00	104 00	
47	John Nowlan	82	24	144 00	140 00	
49	George Reynolds	78	28½	171 00	167 00	
55	John Donald	74	20½	123 00	119 00	
56	Angus McDonell	78	33½	201 00	197 00	
57	James Forde	71	18	108 00	104 00	
60	Gideon Gibson	88	19	114 00	110 00	
63	Donald McDougall	73	14	84 00	80 00	
71	Thomas White	83	23¾	142 00	138 00	
72	Rev. Joshua Webster	79	22	132 00	128 00	
73	Norman McLeod	81	16	96 00	92 00	
78	William Foster	73	22	132 00	128 00	
79	William Glasford	63	18½	111 00	107 00	
82	John Vert	63	21½	129 00	125 00	
83	William Benson	76	23	138 00	134 00	
84	William Kearns	81	25	150 00	146 00	
86	James Leys	81	17	102 00	98 00	
87	John Healy	84	26	156 00	152 00	
88	Hector McRae	77	20	120 00	116 00	
92	Emily Cozens	68	27	162 00	158 00	
93	William Dermott	75	13	78 00	74 00	
96	Walter Hick	85	25	150 00	146 00	
107	Daniel Wing	70	26	156 00	152 00	
110	Martin Devereux	76	23	138 00	134 00	
114	Alexander Jenkins	79	18	108 00	104 00	
115	Isabella Kennedy	71	22	132 00	128 00	
117	William Miller	87	10	58 00	54 00	
118	Robert Beattie	78	20½	123 00	119 00	
120	William Corry	83	17	102 00	98 00	
121	Marianne Ederington	62	20	120 00	116 00	
122	Peter Fitzpatrick	81	23	138 00	134 00	
126	James Kehoe	73	19	114 00	110 00	
128	James McQueen	66	22½	135 00	131 00	
129	John Miskelly	75	12½	75 00	71 00	
132	Nicholas Fagan	79	13	78 00	74 00	
135	Andrew Power	55	17	102 00	98 00	
137	Catharine Snider	64	18	108 00	104 00	
139	John Tucker	80	21	126 00	122 00	
140	John Brown	75	26	156 00	152 00	
141	John Monaghan	69	15	90 00	86 00	
142	Richard Youmans	69	20	120 00	116 00	
144	William Ferguson	73	24	144 00	140 00	
145	Thomas Flanagan	76	20	120 00	116 00	
149	Daniel Sheehan	89	20	120 00	116 00	
155	Alexander Middleton	74	20	120 00	116 00	
159	Archibald McCormick	76	16	96 00	92 00	
161	Thomas Baldwin	75	13	78 00	74 00	
162	James Bodfish	70	20	120 00	116 00	
165	E. Redmond	73	32½	195 00	191 00	

* The pensioners are subject to a deduction, before payment, of \$4 for annual subscription, required by law.

TABLE O.—The Superannuated or Worn- Public School Teachers.

	NAME.	Age.	Years of teaching in Ontario.	Amount of pension.	Amount of cash certified to the Hon. Provincial Treasurer as payable to pensioners from 1st January to 31st December.	Period for which the payments were made.
				£ s. dts.	£ s. dts.	
166	William Hildyard	67	19	114 00	110 00	For the year 1873.
169	Mary Richards	78	33	198 00	194 00	
170	W. B. P. Williams	69	9	54 00	50 00	
171	Julius Ansley	69	18	108 00	104 00	
172	Thomas Baker	78	19	114 00	110 00	
173	Thomas Buchanan	68	20	120 00	116 00	
174	Matthew M. Hutchins	66	22	132 00	128 00	
178	Helen McLaren	64	21	126 00	122 00	
179	Ralph McCallum	64	23	138 00	134 00	
184	John Dods	68	21	126 00	122 00	
186	P. G. Mulhern	73	29	174 00	170 00	
188	Thomas Sanders	81	30	180 00	176 00	
190	George Weston	75	22½	135 00	131 00	
193	Robert Hamilton	80	16	96 00	92 00	
194	John McDonnell	73	14	84 00	80 00	
196	Joseph D. Thomson	64	14	84 00	80 00	
198	Henry Bartley	66	23	138 00	134 00	
199	John Cameron	69	15	90 00	86 00	
200	Melinda Clarke	63	15½	93 00	89 00	
201	James Brown	68	27½	165 00	161 00	
202	Daniel Callaghan	76	30	180 00	176 00	
206	James Robinson	58	18	108 00	104 00	
207	Jane Tyndall	69	21	126 00	122 00	
208	William Bell	72	11	66 00	62 00	
209	William Brown	55	13	78 00	74 00	
210	James Armstrong	60	25	150 00	146 00	
211	Caroline F. Mozier	64	27	162 00	158 00	
212	Eliza Barber	55	18½	111 00	107 00	
214	James McFarlane	67	27	162 00	158 90	
215	James McKay	63	33	198 00	194 00	
216	J. C. VanEvery	70	20	120 00	116 00	
217	Benjamin Woods	73	29	174 00	170 00	
218	John Younghusband	78	33½	201 00	197 00	
219	William Irvine	75	36	216 00	212 00	
220	Angus McGillis	61	23	138 00	134 00	
221	Richard Campbell	73	31	186 00	182 00	
222	James Mahon	63	20	120 00	116 00	
224	Duncan Calder	75	25	150 00	146 00	
228	John Douglass	78	22	132 00	128 00	
229	Daniel McGill	68	28	168 00	164 00	
230	John Lenaten	78	12	72 00	68 00	
231	Anna McKay	70	18	108 00	104 00	
232	Sidney Russell	70	15	90 00	86 00	
234	Robert Jordan	78	28	168 00	164 00	
235	David Kee	58	17	102 00	98 00	
237	Thomas Dorothy	62	34	204 00	200 00	
238	Thomas Whitfield	64	32½	195 00	191 00	
239	William Beaton	76	16	96 00	92 00	
240	John Robinson	72	17	102 00	98 00	
242	James Briggs	62	37	222 00	218 00	
243	James Denman	71	37½	225 00	221 00	
244	Adam Gillespie	75	24	144 00	140 00	
245	John Graydon	69	30	180 00	176 00	
246	Charles Judge	63	17	102 00	98 00	
247	John Ross	63	22	132 00	128 00	
248	John Roberts	72	16	96 00	92 00	

TABLE O.—The Superannuated or Worn-out Public School Teachers.

NAME.		Age.	Years of teaching in Ontario.	Amount of pension.	Amount of cash certified to the Hon. Provincial Treasurer as payable to pensioners from 1st January to 31st December.	Period for which the payments were made.
				\$ cts.	\$ cts.	
249	Alexander Fraser	65	14	84 00	80 00	For the year 1873.
251	Mary Crawford	53	15	90 00	86 00	
252	William Lewis.....	56	22½	135 00	131 00	
253	John Russell	68	30	180 00	176 00	
254	George Wilson.....	74	20	120 00	116 00	
255	W. P. McGrane	80	33½	201 00	197 00	
256	John Colville	67	17	102 00	98 00	
257	Charles R. Ashbury	66	18	108 00	104 00	
258	Benjamin Meeds.....	64	23½	141 00	137 00	
259	J. A. G. Williamson.....	54	17	102 00	98 00	
260	Timothy Finlay	65	28	168 00	164 00	
261	Thomas Howatson	74	10	60 00	56 00	
262	Thomas McNeillie	76	16½	99 00	95 00	
263	Alexander MacLeod	69	48	288 00	284 00	
264	William Moore	53	23	138 00	134 00	
265	Thomas C. Smyth	70	15	90 00	86 00	
266	George Wilken	65	25	150 00	146 00	
267	Michael Gallagher	53	29	174 00	170 00	
268	Robert Futhey	67	32	192 00	188 00	
269	John McNaughton.....	54	29	174 00	170 00	
270	Alexander McIntyre.....	54	24	144 00	140 00	
271	Frederick Rimmington.....	41	12	72 00	68 00	
272	Hugh Duff	60	23	138 00	134 00	
273	James W. McBain.....	40	20	120 00	116 00	
274	John Quin	52	31	186 00	182 00	
275	Adam Robinson	67	16½	99 00	95 00	
276	Mary Blount Thorn	50	14	84 00	80 00	
277	John Walsh.....	78	40	240 00	236 00	
278	William Trenholm	56	23	138 00	134 00	
279	John Ferguson	42	16	96 00	92 00	
280	Patrick Jordan	54	25	150 00	86 00	
281	David Lamont.....	60	30	180 00	132 00	
282	Ephraim Rosevear	39	22	132 00	110 00	
283	Adam Scott	68	21½	129 00	111 00	
284	James Banks	67	16	96 00	90 00	
285	Mathew D. Canfield	63	29½	177 00	129 00	
286	Richard Coe.....	45	12½	75 00	69 00	
287	William Curry	43	16	96 00	89 00	
288	John Jamieson	56	25	150 00	146 00	
289	Mary Jane Haight.....	52	22	132 00	79 00	
290	William Thorn	64	16	80 00	32 00	
291	Edwin Bates	54	8	48 00	20 00	
292	John Burke	61	22	67 00	43 00	
					18995 50	

For the year 1873.

In the above table, where the number is omitted, the pensioner is either dead, has resumed teaching or has withdrawn.

During 1873, \$442 81 were returned to subscribers withdrawing from the Fund.

The amount paid to new pensioners for the first year is affected by the amount of arrears of subscriptions they have respectively paid in.

TABLE O.—GENERAL ABSTRACT.

COUNTIES FROM WHICH THE FOREGOING SUPERANNUATED TEACHERS APPLIED.			RELIGIOUS DENOMINATIONS.		NATIVES OF
Glengarry	18	Simcoe	14	Church of England	89
Stormont	11	Halton	3	Presbyterian	73
Dundas	9	Wentworth	8	Roman Catholic	46
Prescott	6	Brant	3	Methodist	46
Carleton	12	Lincoln	8	Baptist	10
Grenville	12	Welland	4	Congregationalist	10
Leeds	16	Haldimand	1	"Protestant"	2
Lanark	22	Norfolk	4	Universalist	2
Renfrew	3	Oxford	3	Society of Friends	2
Frontenac	7	Wellington	10	Christian Disciple	1
Lennox and Addington	5	Grey	5	Second Advent	1
Prince Edward	7	Perth	3	Not given	10
Hastings	9	Huron	7	Total	292
Northumberland	11	Bruce	4		
Durham	4	Middlesex	8		
Peterborough	9	Elgin	4		
Victoria	6	Kent	5		
Ontario	6	Lambton	1		
York	12	Essex	3		
Peel	8	Manitoba	1		
Total			292		

Of the 292 Teachers admitted to the Fund, 139 either died during or before 1873, were not heard from, resumed teaching, or withdrew from the Fund.

Of the remaining 153 the average length of service as Public School Teachers in Ontario was 22 years.

The average age of the Pensioners was 65 years.

Of the 292 Teachers admitted to the Fund, there have been 277 males and 15 females.

TABLE P.—Educational Summary for Ontario.

MUNICIPALITIES.	PUBLIC SCHOOLS.			HIGH SCHOOLS.			OTHER INSTITUTIONS.				GRAND TOTAL.		Balances unexpended.	Total amount available for Educational purposes.
	Number of Public Schools.	Number of Public School Pupils.	Amount expended for Public School purposes.	Number of High Schools.	Number of High School Pupils.	Amount expended for High School purposes.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions.	Total number of Pupils attending them.	Total amount expended for Educational purposes.			
Glengarry.....	73	5064	17410 25	2	89	2617 08	3	100	1481 00	78	5253	21508 33	2896 00	24404 33
Stormont.....	77	5100	24750 96	1	45	799 81	1	120	225 00	79	5265	25775 77	1852 30	27628 07
Dundas.....	89	5635	26765 60	1	225	2896 47	.....	.....	.....	91	5860	29662 07	2687 15	32349 22
Prescott.....	63	3319	15764 44	2	87	2328 38	.....	.....	.....	65	3406	18092 82	1971 76	20064 58
Russell.....	52	2844	14532 12	2	30	874 34	.....	.....	.....	53	2874	15406 46	4378 19	19784 65
Carleton.....	121	8391	45446 07	1	20	429 70	.....	.....	.....	125	6527	34255 35	3181 07	37436 42
Grenville.....	187	6352	31581 74	2	150	2470 61	.....	.....	.....	164	10019	53667 72	8955 07	62622 79
Leeds.....	157	9761	48259 22	3	224	4783 50	.....	.....	.....	133	9432	59195 97	6488 96	65684 93
Lanark.....	125	9145	51322 95	5	269	7563 02	.....	.....	.....	124	7478	42088 15	4014 74	46102 89
Renfrew.....	119	7331	38689 32	3	118	3213 83	.....	.....	.....	127	7112	49136 86	4225 15	53962 01
Frontenac.....	123	7059	38908 86	2	31	10000 00	.....	.....	.....	114	7871	49356 78	4589 06	53945 84
Lennox and Addington.....	109	7467	42256 24	1	257	6805 54	.....	.....	.....	86	5913	34446 61	5338 78	39785 39
Prince Edward.....	84	5704	32094 22	2	148	1902 39	.....	.....	.....	157	12563	104022 24	10363 11	114385 35
Hastings.....	150	12227	72420 81	3	202	6601 43	.....	.....	.....	129	11435	108937 98	9922 45	118860 43
Northumberland.....	114	10828	67160 29	3	297	6777 69	.....	.....	.....	113	11089	75851 33	4982 34	80835 67
Durham.....	106	7854	67854 66	4	224	6179 67	.....	.....	.....	107	8236	42991 83	6500 42	49492 25
Peterborough.....	100	7860	32634 84	2	304	9969 99	.....	.....	.....	131	9999	59865 87	3344 70	63210 57
Victoria.....	126	9769	55609 55	3	202	3540 32	.....	.....	.....	134	14619	92581 52	8685 70	101267 22
Ontario.....	123	14125	77833 45	5	384	3730 07	.....	.....	.....	137	17999	125550 67	15039 77	140590 44
York.....	159	17357	112308 98	4	217	10237 69	.....	.....	.....	107	7813	47677 04	5932 77	53509 81
Peel.....	80	7670	49451 75	2	97	2047 29	.....	.....	.....	88	7813	47677 04	5932 77	53509 81
Simcoe.....	197	19784	91555 65	6	148	4352 41	.....	.....	.....	205	20032	96104 06	11030 91	107134 97
Halton.....	61	6485	51418 90	3	56	2052 16	.....	.....	.....	68	6670	53672 06	4054 79	57726 85
Wentworth.....	75	8805	61064 56	2	195	3897 26	.....	.....	.....	83	9194	66082 82	8661 05	74743 87
Brant.....	71	8201	46285 65	4	306	12497 04	.....	.....	.....	85	9004	60349 69	5207 57	65557 26
Lincoln.....	79	7802	51511 05	5	456	14515 36	.....	.....	.....	88	8366	66930 41	9219 36	76149 77

Welland.....	88	7543	42740 35	4	195	5494 87	1	91	128 00	93	7829	4863 22	14727 22	63000 44
Haldimand	81	7294	46377 47	3	198	5351 69	2	61	136 00	86	7553	51865 16	9337 57	61202 73
Norfolk	105	9535	43281 00	3	131	3028 28	2	137	127 00	110	9803	46436 28	7338 38	53774 66
Oxford	114	13661	91416 85	2	233	5703 47	15	382	6000 00	131	14286	103120 32	3338 92	106459 24
Waterloo	97	11697	68086 16	2	311	5703 47	3	118	328 00	102	12126	77884 53	13127 00	91011 53
Wellington	168	19123	120738 87	4	209	5076 00	13	381	1837 00	185	19713	127651 87	12883 83	140535 70
Grey	210	19750	80912 24	1	176	2401 88	9	210	518 00	220	20136	88382 12	9258 91	93071 03
Perth	115	14338	79004 58	4	316	5805 31	5	81	1195 00	124	14735	86004 89	9305 57	93310 46
Huron	172	22840	115536 21	2	138	3217 83	11	176	526 00	185	23154	119280 04	5221 56	124501 60
Bruce	136	15466	87400 84	2	104	2453 41	2	118	287 00	140	15088	90141 25	10339 80	100481 05
Middlesex	195	19289	124846 62	3	186	3071 22	8	327	1619 00	206	19802	129536 84	14310 29	143847 13
Elgin	103	10304	53138 05	3	210	2613 66	1	45	144 00	107	10559	55805 71	5548 84	61444 55
Kent	118	12136	72469 63	3	84	1502 15	4	126	200 00	123	12346	74171 78	15694 94	89866 72
Lambton	134	12246	81646 02	1	87	2000 11	7	307	490 00	142	12040	84136 13	4840 32	88976 45
Essex	96	9055	60278 41	1	76	1655 00	9	325	4500 00	106	9456	66433 41	8390 17	74823 58
Districts	6	506	3221 91	1	232	10092 43	39	2369	117200 00	6	506	3221 91	314 58	3536 49
Toronto	21	12872	68629 75	1	284	6611 25	11	482	18500 00	61	14973	195922 18	17696 79	213618 97
Hamilton	17	6783	42906 14	1	284	4277 02	10	647	98800 00	29	7549	68017 39	1096 42	69113 81
Kingston	12	3179	13158 45	1	130	4233 75	3	452	34500 00	23	3956	46235 47	951 16	47186 63
London	11	4766	17110 95	1	253	7972 25	18	768	22000 00	15	5471	55844 70	16276 78	72121 48
Ottawa	13	4226	29833 42	1	103					32	5097	59805 67	36734 99	96540 66
Normal and Model Schools							3	800	25156 78	3	800	25156 78		25156 78
Public School Inspection			53299 70									53299 70		53299 70
High School Inspection			19097 32			5861 65						5861 65		5861 65
Superannuated Teachers									1342 58			1342 58		1342 58
Other Institutions														
Grand Total, 1873	4732	400984	2676923 07	108	8437	240076 65	284	11258	341125 36	5124	480679	3258125 08	375424 98	3633550 06
Do 1872	4651	454662	2270648 03	104	7968	214005 20	277	10170	335572 57	5042	472800	2820225 80	336169 96	3156395 76
Increase	71	6322	406275 04	4	469	26071 45	7	1088	5552 79	82	7879	437899 28	39255 02	477154 30
Decrease														

NOTE.—Towns and Villages are included in their respective Counties.

TABLE Q.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Universities, Colleges, Academies, Private, High, Public, Normal and Model Schools, from the year 1842 to 1873 inclusive, compiled from Returns in the Education Department.

No.	SUBJECTS COMPARED.							1842	1843	1844	1845	1846	1847	1848
1	Population of Ontario.....	486055						183539	202913	204580	230675	241102		
2	Population between the ages of five and sixteen years	141143						5	5	5	6	6		
3	Colleges in operation	5						5	31	32	32	33		
4	County High Schools	25						25	65	80	96	117		
5	Academies and Private Schools reported	44						60			2	2		
6	Normal and Model Schools for Ontario.....													
7	Total Public Schools in operation as reported.....	1721						2610	2736	2589	2727	2800		
8	Total Roman Catholic Separate Schools													
9	Free Schools reported in operation (included in No. 7, above)	No Reports						No Reports	No Reports	No Reports	No Reports	No Reports		
10	Grand Total Educational Establishments in operation in Ontario	1795						2700	2837	2706	2863	2958		
11	Grand Total Students attending Colleges and Universities.....	No Reports						No Reports	No Reports	No Reports	No Reports	No Reports		
12	Total Pupils attending County High Schools	"						"	"	"	"	"		
13	Total Pupils attending Academies and Private Schools	"						"	"	"	"	"		
14	Total Students and Pupils attending Normal and Model Schools for Ontario	65978						96756	110002	101912	124829	130739		
15	Total Pupils attending the Public Schools of Ontario													
16	Total Pupils attending the Roman Catholic Separate Schools	65978						96756	110002	101912	128360	135195		
17	Grand Total, Students and Pupils attending Universities, Colleges, Academies, High, Private, Normal, Model and Public Schools	\$166000						\$206856	\$286056	\$271624	\$310396	\$344276		
18	Total amount paid for the Salaries of Public and Separate School Teachers in Ontario.....	No Reports						No Reports	No Reports	No Reports	No Reports	No Reports		
19	Total amount paid for the erection or repairs of Public and Separate School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c.	"						"	"	"	"	"		
20	Grand Total paid for Public and Separate School Teachers' Salaries, the erection and repair of School Houses, and for Libraries and Apparatus.....	"						"	"	"	"	"		
21	Total amount paid for High School Masters' Salaries	"						"	"	"	"	"		
22	Total amount paid for erection or repairs of High School Houses	"						"	"	"	"	"		
23	Amount received for other Educational Institutions, &c.													
24	Grand Total paid for Educational purposes in Ontario													
25	Total Public School Teachers in Ontario													
26	Total Male	do												
27	Total Female	do												
28	Average number of months each Public School has been kept open by a qualified Teacher, including legal holidays.....							7 $\frac{3}{4}$	8	8 $\frac{1}{2}$	8 $\frac{1}{2}$	9		

TABLE Q.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, &c.

No.	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873
1	1396001	403802	412367	424565	420757	431812	444726	464315	470400	483965	1620851	485756	504869
2	384980	13	16	16	16	16	16	16	16	16	16	16	16
3	86	91	95	35	35	104	102	101	101	101	16	104	108
4	337	342	340	257	260	298	312	282	279	284	285	258	265
5	4	4	3	3	3	3	3	3	3	3	3	3	3
6	3910	3995	4013	4077	4151	4222	4261	4318	4359	4403	4438	4490	4662
7	100	109	120	147	152	157	161	165	165	163	160	171	170
8	2903	3111	3228	3459	3595	3741	3838	3986	4131	4244	*	*	*
9	4459	4554	4587	4595	4686	4800	4855	4882	4923	4970	5004	5042	5124
10	1373	1373	1373	1373	1373	1373	1373	1373	1373	1373	1373	1373	1373
11	4765	4982	5352	5589	5754	5930	6096	6262	6428	6594	6760	6926	7092
12	7361	6784	6353	5718	5065	4402	3743	3089	2436	1783	1130	6670	8437
13	700	700	700	700	800	800	800	800	800	800	800	800	800
14	316287	329033	344949	354330	365552	372320	382719	390305	411746	421866	425126	433256	438911
15	13631	14700	15859	17365	18101	18575	18924	20594	20684	20652	21200	21406	22073
16	34417	35752	37533	385322	397992	405266	410812	434933	448160	459161	463057	472800	480679
17	891813	805976	808755	8099356	\$1041052	\$1066880	\$1093516	\$11416543	\$1175166	\$1222681	\$1191476	\$1371594	\$1520123
18	8273305	\$272217	\$267892	\$288362	\$314827	\$320333	\$379672	\$41891	\$449730	\$489380	\$611818	\$835770	\$1054403
19	\$1191418	\$1231993	\$1254447	\$1285318	\$1355879	\$1387233	\$1473188	\$1588434	\$1624896	\$1712061	\$1803294	\$2207364	\$2604526
20	\$71034	\$73211	76121	\$75854	\$81562	\$87055	\$94820	\$95848	\$97009	\$105153	\$113862	\$141812	\$165358
21	\$8254	\$7502	84254	\$6139	\$5221	\$19190	\$19190	\$10267	\$7378	\$32390	\$24164	\$31360	\$32939
22	\$209421	\$222534	\$287768	\$269468	\$274514	\$328065	\$332625	\$33050	\$336107	\$36374	\$439690	\$455302	\$455302
23	\$1476107	\$1533240	\$1621803	\$163679	\$1717206	\$1820006	\$1920023	\$2027199	\$2059783	\$2173711	\$2297694	\$2802226	\$3258125
24	4336	4466	4504	4625	4721	4789	4890	4996	5054	5165	5306	5476	5642
25	3631	3115	3094	3011	2930	2925	2849	2777	2775	2753	2641	2626	2581
26	1291	1291	1410	1614	1791	1864	2041	2219	2279	2412	2665	2850	3061
27	103	103	103	111	111	111	111	111	111	111	111	111	111
28													

NOTE. Balances due, but not collected, were included until 1858, but from that date Nos. 18, 19, 20, 21, 22 and 24 represent actual payments only. If we add to the Grand Total (24) the unexpended balances, we should have an available sum of \$3,633,550, for Educational purposes during 1873, and for 1872, \$3,156,396, the increase in 1873 being \$477,154.

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete, but since that period they have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive and embrace all Institutions of Learning from the Public School up to the University; but hitherto the sources of information regarding this latter class of Institutions have been rather private than official, which should not be the case. The Annual Report of the Department of Public Instruction should present, in one comprehensive tabular view, the actual state and progress of all our Educational Institutions—Primary, Intermediate and Superior.

* The Public Schools are now all free by law.

PART III.

APPENDICES.

1873.



APPENDICES TO THE ANNUAL REPORT
OF THE
NORMAL, MODEL,
HIGH AND PUBLIC SCHOOLS
IN ONTARIO,
FOR THE YEAR 1873.

APPENDIX A.

REPORT AND SUGGESTIONS WITH RESPECT TO THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES OF ONTARIO, FOR THE YEAR 1873, BY JAMES A. MCLELLAN, ESQ., LL.D., J. M. BUCHAN, ESQ., M. A., AND S. ARTHUR MARLING, ESQ., M. A., INSPECTORS OF HIGH SCHOOLS.

SIR:—We have the honour to submit the following remarks on the condition and working of the High Schools, suggested by what has come under our observation during the work of inspection for the present year.

In view of the elaborate Report submitted for your consideration last year, we think it unnecessary to discuss, in the present summary, more than a few leading topics, especially as one of the Inspectors has not yet examined all the Schools.

QUALIFICATIONS OF MASTERS.

We agree with the position taken on this question in the last Report, and we venture to express the hope that steps may be taken as soon as possible to give effect to the provision of the Amended Act regarding the "Qualifications of Masters."

ENTRANCE EXAMINATIONS.

It is difficult to estimate aright, so soon after the practical recognition of the principle of a Uniform Entrance Examination to the High Schools, the beneficial results that are likely to flow from it. The *soundness* of the principle had long been admitted, not only by the Council of Public Instruction, but also by the great majority of the Masters, many of whom had felt the inconvenience of the old system, under which they were frequently burdened with the sole charge of the admission of pupils, and subjected, not seldom, in consequence of their direct interest in the result, to a suspicious criticism. The conduct of the examination resting now in the hands of the Public School Inspector, as the responsible presiding officer, the Master is extricated from an invidious position; while the P. S. Inspector, acting at a point where the High and Public Schools are in contact, is enabled to bring the Schools of his District into a more harmonious relation with the higher department of the general School-system;

and is also provided, in common with his colleagues throughout the Province, with a test of the comparative merits of the Schools in which the candidates were prepared.

With over one hundred examining Boards, with every conceivable mode of training and no training that is to be found in the public and private preparatory Schools, it is not to be supposed that those examinations ensure more, at present, than an *approximation* to uniformity. As a test of merit, a written examination—the best, nay, the only one, possible, in the circumstances—is, in its nature, to some extent, illusory; the judgments of the many different examiners, reviewing the same question, are found, often, widely different; while the revising Inspectors, however anxious to act impartially, and never rejecting a candidate without the clearest evidence of non-qualification, have not always succeeded in excluding from the High Schools pupils who ought not to have been admitted. Notwithstanding defects, however, we are of the opinion, that the uniform entrance examination to the High Schools will be regarded by the most judicious and experienced authorities, as of vital importance to our educational system, and in any wise to be retained and developed; amended, also, with the experience which time will bring.

It is important to keep in view the *reflex influence* of these Examinations upon the *Public Schools*, which has been already alluded to. County Inspectors have not been slow to recognize their value. They have directed the attention of their Teachers to the questions issued by the Department, used these questions in the examination of their Schools, and, while thus promoting the organic unification of the School-system, have stimulated both pupils and Teachers by pointing out to them a *terminus ad quem*, to which, in the first instance their ambition may be directed. It is only by mutual co-operation among the administrators of the several departments of the Provincial Education-work, that the efficiency of this work can be secured. Where the *machinery* is so extensive, it is of the last consequence to avoid *wasting* several forces by misapplying them, or by employing them in mutually destructive directions.

Some diversity of opinion has been found to obtain as to the *frequency* of the Examinations, and also as to the best times for holding them. In country Districts, and, to some extent, in the towns also, we have become accustomed to the periodical influx of troops of stalwart young men, who come, from various motives, after the pressure of the fall work is over, to spend the winter months at the High School. These, it is urged, it is not desirable, in the interest of either Master or pupils, to discourage. Again, in the case of those Schools which do a large amount of work in more or less *close connection* with the Universities, the University matriculation leaves the Master free to take in hand a new batch of aspirants for honours and scholarships, and he is naturally on the lookout for them. Still further, Schools with large preparatory classes are in a position, by October, to send up a number of drilled recruits to fill the High School ranks and the High School treasuries; while, lastly, those Union Schools in which the normal practice is to maintain a training class for the High School, think themselves ready for the transfer. We cannot, however, find any sufficient justification for authorizing a *Third* entrance examination in these cases, while the simple maxim holds, *salus populi suprema lex*. We think, on the contrary, that such an authorization would be fraught with injury to both the High and the Public School. First, to the High School: inasmuch as the introduction of a mass of raw and unassimilated material into the School, in the middle of the half year, is a disturbing force which affects most injuriously the general School work. Already the tendency is too manifest, to sacrifice the training of the many to the cramming of the few, and when we find cases of the Teacher's energy being concentrated upon a few 'crack pupils,' (the hungry *residuum* being left, meanwhile, to satisfy themselves with the crumbs which fall from the children's table) we are constrained to say, let the June entrants have time to become thoroughly incorporated with the School, that the whole mass may acquire some degree of consistency before it is again leavened. Secondly—and especially, to the Public School—The High School Inspectors have frequently found the work of the highest division here practically suspended, in order that the "matriculating class" might receive the amount of drilling necessary to bring them up to the qualifying point. We do not dwell upon the inexpediency of recalling the High School Inspectors, in the midst of their visits, to the work of revising the examination papers. But we think that an additional examination, if permitted, would disorganize the majority of the High Schools; that experience shows that intervals of not less than six months ought to elapse, *as a rule*, between School promotions; and that, if the prescribed programme of work is to be, in any proper

and effective way, carried out, two examinations in the year are sufficient. Young men and women who laudably desire to improve themselves during the comparatively otiose season of winter, may, if in the Master's judgment up to the High School entrance standard, be permitted to attend, subject to the Inspector's sanction, until the December examination. Applicants who are *not* qualified, and who would merely be a drag upon the classes, ought surely to stay in the proper place for them, viz., the Public School, and work up for the regular admission, not distracted, as they would be in the High School, by extraneous subjects, or depressed by the painful consciousness of their inferiority to the mass of their youthful School-mates. The most appropriate period for the examination appears to be the time immediately preceding the semi-annual School examinations. Candidates are likely to be better prepared then, than at any other time; and they will have been made aware of their success or failure soon enough to make their arrangements for the ensuing half year.

We are not without hope, that, by adopting such judicious alterations as experience will suggest, these examinations will (comparing small things with great), in the course of time, hold to our Public Schools the relation which the famous *Abiturienten-examen* or Leaving-Examination, does to the German *gymnasien*. It may be so, if only the spirit of the instructions in regard to the German examinations be found to animate those who have the conduct of our own: To tempt candidates to no especial preparation and effort, but to make the test such as "a scholar of fair ability and proper diligence may, at the end of his School course, come to with a quiet mind and without a painful preparatory effort, tending to relaxation and torpor as soon as the effort is over. The *total cultivation* of the candidate is the great matter, that the instruction in the highest class may not degenerate into a preparation for the examination, that a pupil may have the requisite time to come steadily and without over-hurrying to the full measure of his powers and character, that he may be securely and thoroughly formed, instead of bewildered and oppressed by a mass of information hastily heaped together." All hurried preparation, and all stimulation of vanity and emulation, is to be discouraged, and the examination, like the School, is to regard the "Substantial and Enduring." Wise words, which may, in the present critical condition of our Canadian Schools, be pondered with advantage by Teachers and examiners alike of every degree, from the Common School to the University.

PROGRAMME AND COURSE OF STUDY.

If all are not agreed on the details of an entrance examination, the verdict of the Masters, at least, in regard to the present programme of studies is singularly unanimous. Their replies to the question: Is the programme observed in your School? may be classed in three categories: 1st "We try to"; 2nd, "We don't pretend to"; 3rd, "As far as practicable"; - all of which, being interpreted, resolve themselves into this, that the programme is, practically, inoperative, so far as controlling and shaping the course of study in the High Schools is concerned. We cannot but regard this state of things as deplorable; for, while we have learnt to attach "little weight to either programmes or systems," in comparison with the spirit that pervades a School, and the healthy, hearty, honest way in which the work is done in it, it is surely intolerable that the attitude of the School authorities towards the prescribed Provincial High School course may be variously characterized as the joyously defiant, the reluctantly submissive, or the dexterously evasive. The causes of this, however, are not hard to discover, and it may be proper, without attempting a full discussion of the subject of the programme, which will doubtless engage the attention of the Council of Public Instruction, to mention briefly some of the objections to the present authorized form.

1. In stating that "no departure from the prescribed programme is allowable," it appears to be assumed that every School possesses the requisite number of Teachers for the prescribed subjects, and that all the pupils in the respective courses are willing, or can be persuaded, to take all the subjects prescribed for them. To state these assumptions is, to any one acquainted with the circumstances of the High Schools, to refute them.

2. The transition from the work of the third and fourth classes of the Public School to that of the First Form of the High School is far too abrupt and violent, leaping over, as it does, the stage represented by the Fifth Book, and making inadequate provision for that thorough review of *all* the subjects previously studied, which is admitted by all experts to be a foundation-work essential to any subsequent satisfactory progress in the High School.

3. The multiplicity of studies in the lower forms is leading to a mechanical and unintel-

ligent style of teaching and learning in our High and Public Schools, and to the development of an evil which has been so well delineated by the Imperial Commissioner (now Bishop) Fraser, that we give his remarks in full, in the hope that, in any modification of our programme that may be made, the opinion of such a high authority may receive the consideration to which it is entitled:

Says the Commissioner (Report, p. 174)—

“The mistake that is commonly made in America, is one, I fear, that is taking some root in England—a confusion of thought between the processes that convey knowledge and the processes that develop mental power, and a tendency to confine the work of the School too exclusively to the former. It is perhaps the inevitable tendency of an age of material prosperity and utilitarian ideas. Of course the processes of education are carried on through media that convey information too, and a well educated man, if not necessarily *is*, at any rate almost necessarily *becomes*, a well-informed man. But, in my sense of things, the work of education has been successfully accomplished when a scholar has learnt first three things. What he really *does* know, what he does *not* know, and how knowledge is, in each case, acquired; in other words, education is the development and training of *faculties*, rather than, to use a favourite American word, the “presentation” to the mind of facts. What was Aristotle’s conception of the man whom he calls “thoroughly educated?” Not, I take it, a man of encyclopædic information, but a man of perfectly trained and well-balanced mind, able to apply to any subject that may occupy his attention its proper methods, and to draw from it, its legitimate conclusions. Hence the proper functions of a sound system of education are, to quicken the observation, strengthen the memory, discipline the reason, cultivate the taste; and that is the best system which gives to each faculty of our complex nature its just and proportionate development. The American Schools devote themselves far too exclusively to the two former aims; the latter two receive much less attention than they deserve. The results are such as might be expected to flow from any one-sided and partial treatment of the human mind. Subjects are constantly “memorized,” without being understood, and hence their stay in the memory is precarious and transitory, while, though facts are observed, they are not sufficiently classified, and the reasoning power and the taste, the latter especially, are left to form themselves pretty much at will. The programme of the Schools, particularly in the higher grades, is too wide and multifarious... I doubt whether American Schoolmanagers accept the maxim, *ne multa sed multum* as true of the process of education. In nothing did the managers of the Boston Schools seem to me to give greater evidence of good sense and wisdom than in the manifest desire they showed to contract their programme into narrower limits, and to attach more importance to sound methods than to showy but superficial results.”

4. The rigid inelasticity of the programme renders it, as a Provincial scheme, unsuitable to the varied states of society that are to be found among the people of this Province. “While I attach some importance,” says a Head Master, “to *leading* the public mind towards a certain scheme of culture, I strongly believe it ought not to be by force of inflexible regulations. Something, nay, much, ought to be left to the wisdom and discretion of the Teacher.” The principle of options has been to a certain extent recognised; we believe its operations might safely be extended. The exaction of Greek from all pupils in the classical course has been felt so irksome as to be tacitly abandoned, while the imperfect provision for the adequate and rational study of the English language and literature permits that neglect or misuse of a noble instrument of education which has been frequently noticed, in the Inspectors’ reports, as characterizing the great bulk of our High Schools.

5. The individuality of some of our best Teachers is repressed, and their energies cramped or frozen, in the attempt, conscientiously made, to stretch or contract their methods to the prescribed form and dimensions. A thorough enthusiast has a more healthy and powerful influence over the youthful mind than the most symmetrical paper programme that was ever elaborated; and if great Schoolmasters, like Arnold of Rugby, are ever to be developed among us, (and why should they not?) some play must be allowed to varieties of method, of taste, of intellectual idiosyncrasy. As the case now stands, with the parents of pupils pulling him in one direction, and the programme in the other, while the sword of the Department, inscribed, “No DEVIATION!” is suspended over his head, can it be wondered at that a perfunctory and half-hearted doing of a distasteful task is, too often, the outcome of the dream with which the young Teacher set out upon his career, the poet’s words, perhaps, in his mind:

"O'er wayward childhood wouldst thou hold firm rule,
And sun thee in the light of happy faces ;
Love, Hope, and Patience, these must be thy graces,
And in thine own heart let them first keep school."

His high ideal has, however, come to this, that he is "settling down insensibly into a kind of moral and intellectual stagnation," which Mr. Matthew Arnold would call "Philistinism," and in which the same poet's prophecy is fulfilled :

"Yet haply there will come a weary day
When, overtasked, at length
Both Love and Hope beneath the load give way.
Then, with a statue's smile, a statue's strength,
Stands the mute sister, Patience, nothing loth,
And, both supporting, does the work of both."

We would not be understood as ascribing this effect to the operation of the programme alone ; the nature of the Teacher's work, in itself, tends to bring about, by its monotony and frequent disappointments, this "intellectual stagnation." So much the more need, therefore, is there for relieving him from *unnecessary* pressure.

6. We will do no more than allude to the effects of too great a multiplicity of studies upon the pupils themselves, by way of drawing attention to the danger, at present an imminent one, when literature and the sciences of observation are clamouring for pre-eminence, that the school boy will eventually occupy the position described in the old poem :—

"naked I stand here,
Musing in my mind what clothing I shall wear."

"Old fashioned School teaching," says an English Public School Master, "confined as it was, to a grammatical drill in the classical languages, did certainly give something of the power which comes from concentrated effort. The Eton Latin Grammar does not indeed seem to me a well-selected model book, but many a man has found the value of knowing even that book thoroughly. Now, however, a cry has been raised for useful information. The School Master is beginning to give way. He admits homœopathic doses of geographical, historical, and scientific epitomes, and of modern languages ; and, perhaps, between these stools the unlucky school-boy will come to the ground ; his accurate knowledge of Latin Grammar will be exchanged for "some notion" of a variety of things, and in the end his condition will be best described by varying a famous sarcasm, and saying, that if he knew a little of good hard work, he would know a little of everything."

We are not prepared, and we do not suppose we are expected, to suggest in this Report a form of programme. The subject is surrounded with many difficulties ; it is, however, of great importance, its claims are urgent, and it must, for the safety of the Schools, be grappled with, and disposed of in some way or other. We would confine ourselves in these remarks to expressing the opinion that in drawing up any new form for High School work, regard should be had to the mode described by Mr. Arnold as obtaining in Germany, modified, of course, to suit the circumstances of our own country. In his Report on the German system of education, p. 550, he says : The Lehrplan, or plan of work, is fixed for all Gymnasien by ministerial authority, as in France and Italy. It is far, however, from being a series of detailed programmes as in those countries. What it does is to fix the matters of instruction, the number of hours to be allotted to them, the gradual development of them from the bottom of the School to the top. Within the limits of the general organization of study thus established, great freedom is left to the Teacher, and great variety is to be found in practice."

UNDESIRABILITY OF A RAPID INCREASE IN THE NUMBER OF HIGH SCHOOLS.

Owing to the operation of a variety of causes, the High Schools have for many years past constantly tended to increase in number. This tendency to increase would be a subject for congratulation, were it entirely healthy. It is not entirely healthy ; it is to a large extent the result of the unwise ambition of country villages, that are willing, before their population is large, or their means abundant, to undertake obligations which they cannot properly satisfy.

The establishment of unnecessary High Schools has been made the subject of remark by many of our predecessors, and though in consequence of the better policy adopted of late years, few new High Schools have been permitted to come into existence, we feel that there is still a necessity for repressing with a strong hand the aspirations of growing places, until they have reached such a size, and attained such a degree of prosperity, as to render it certain that their educational institutions will not experience a lack of fostering care and substantial support. Though the conditions upon which new High Schools have been recently established are such, that it is not likely that any of them will ever fall to the level of some of the older Schools, yet we feel that it is doubtful in the case of one or two, whether they ever can reach even a moderate degree of excellence.

It may be laid down as an axiom, that an increase in the proportionate number of small High Schools will be followed by injurious consequences to the High Schools as a whole, and accordingly, while we are not prepared to advocate the extinction of existing weak Schools, we consider it desirable that the conditions on which permission to establish new High Schools is granted, should be so strict as to make it certain that no serious financial difficulties will arise, that the attendance of qualified pupils will reach a fair average, and that the attainments of at least some of them will in due time become respectable. The total number of pupils attending all the public and private High Schools of the Province, may be set down as about one half of one per cent. of the entire population. It is not to be expected that this percentage will be either much or rapidly increased, and it may accordingly be taken as a rough guide in estimating the probable natural and healthy attendance in a proposed High School district. It is undoubtedly the case at the present time, that in some of our Cities and Towns, and in some of our rural High School districts, the number enrolled on the annual register exceeds one per cent. of the population. But this state of things is in many cases abnormal, while in others it naturally arises from the superior wealth or intellectual culture of the inhabitants. New Schools, however, will in general be asked for in recently settled sections of the country, or in old places which anticipate a perennial flow of prosperity in consequence of the opening of a railroad or the projection of some local enterprise. In such cases it would be well not only to insist that a suitable and properly furnished building should be erected, and ready for use before the School is opened, but also to require that no new High School district should be established, unless its population reaches a prescribed minimum. If there are forty names on the annual register, the average attendance will be between twenty and thirty, and though in earlier times the establishment of small High Schools may have been desirable, it is not now desirable to call into existence Schools with a smaller attendance than that just indicated. To furnish forty pupils, the population of a High School district should be eight thousand, and this it is likely would be found to be about the right minimum for rural High Schools. In towns, about one per centum of the population may be expected to attend the High School, and it would therefore be fair to permit the establishment of new High Schools in Towns of four thousand inhabitants.

The preceding calculations furnish results which may require modification in their application to particular places, but they serve to indicate the propriety of refusing permission to any Village to establish a High School, unless a sufficiently populous rural district can be united with it to furnish pupils and to share the expense. There are at present several High Schools, which, being situated in unincorporated Villages, are dependent for their financial support on a single Public School Section. In these cases, the Trustees are forced from paucity of means to render the School inefficient, in order to keep it in existence. It might perhaps be unwise to recommend the extinction of these Schools, but it certainly is desirable that if they are to be permitted to continue to exist, they should be placed on a better footing as regards their means of support. The most useful purpose that some of them serve at present, is to furnish a standing warning against the establishment of High Schools in small places.

If then the establishment of High Schools in Villages is to be avoided, much more should the establishment of High Schools in Villages near each other be avoided.

The unincorporated Villages of Grimsby, Smithville, and Beamsville are situated at the angles of a triangle whose sides are seven, seven, and five miles in length. Each place enjoys the benefits of a High School, but though the surrounding country has been long settled, and is both wealthy and populous, they have been, and probably always will be, supported with difficulty.

Unless the need for them can be clearly shown, the establishment of new High Schools is

to be avoided, because as each School is entitled to a minimum annual apportionment of four hundred dollars, to be taken out of a fixed grant for High School purposes, every new one lessens by so much the amount available for distribution among those already established. As most parts of the country are already sufficiently well supplied with High Schools, it is more important to improve those now in existence, than to increase their number, but no surer means to check improvement could be devised, than to increase the present sufficiently great uncertainty about the amount of the Government and County grants.

PAYMENT BY RESULTS.

In the parts of the country in which the Public Schools are inefficient, there is a strong desire to supplement their deficiencies by increasing the number of High Schools; in many places where the Public Schools are efficient, a different tendency is in operation. The system of uniform entrance examinations, beneficial as it is to the High Schools, is yet more beneficial to the Public Schools. The desire to have the work of the Public Schools stamped with the official approval of the High School Inspectors, has added strength to the previously strong inducements to transfer all the pupils who have reached a certain standard from the Public to the High Schools. This transfer cannot under the present system be prevented: it remains to provide that there shall be no misapprehension of the Legislative Grant in these cases, in other words, to take steps to prevent High Schools into which pupils are thus crowded, from becoming in part or wholly Public Schools. One of these steps should be the enforcement in some shape of the principle of payment by results.

In the Report of the High School Inspectors for the year 1871, various schemes were proposed for applying this principle. Perhaps none of these is entirely satisfactory; but there are evil tendencies which must be checked or they will seriously retard the progress of the Schools. Under the present system the Government gives the same aid towards the education of the youth who is taught barbarous English and false quantities in one School as to him who is taught by a finished scholar and accomplished teacher in another. The apportionment of public money to a High School depends neither directly nor indirectly on the work done in that School, but on the number of pupils that pass the entrance examination, and the number that come up to the entrance examination is but slightly affected in most instances by the reputation of the School. The temptation to the local School authorities to urge children into the High School without providing a sufficient number of Teachers and suitable accommodations and apparatus is accordingly very strong. It must be admitted that this state of affairs is as unsatisfactory as any system of payment by results could possibly be.

The enforcement of the system of payment by results would entail on the High School Inspectors a responsibility which we confess we are not anxious to assume. But if the number and qualifications of the Masters, and the accommodations and equipment of a School are made either directly or indirectly to affect the amount apportioned to it, a powerful inducement to improve it will be brought to bear on the Board of Trustees.

THE NUMBER OF TEACHERS.

Another, but a related subject is, the necessity for more definite regulations with regard to the number of Masters that should be employed. It is now prescribed that every High School shall have two Masters, and every Collegiate Institute four; but the average attendance of a High School may reach any figure above ten, and that of a Collegiate Institute any figure above sixty. There have in consequence been seen High Schools with an average attendance of sixty taught by only two Masters, and Collegiate Institutes with an average of over one hundred and fifty taught by only four Masters. An average attendance of one hundred and fifty pupils would not overtax the energies of four Masters if they could be arranged in four classes in all subjects, but when among the one hundred and fifty there are included pupils of every degree of proficiency from the beginner to the University class, and where in many cases the pupil who is a proficient in one subject is a novice in another, it is not too much to assert that twice four Teachers would be nearer the number required. In many Schools the good sense of the local authorities has led them sooner or later to take measures to abate the evil, but there are still many instances in which the staff of Teachers is altogether too small, and there are but few Schools of a large size in which it is adequate to the

requirements of the case. The *raison d'être* of the High School system is entirely different from that of the Public School system. The object of the latter is to provide for every child of sound mind the means of obtaining a minimum amount of knowledge and mental training; the object of the former is to provide for a comparatively small fraction of the population the elements of a liberal culture. The Public Schools exist to sow intelligence widely, the High Schools to plough deeply a small portion of mental soil. The all-important aim of the former is to reach every child; the all-important aim of the latter is to combine thorough training with breadth of mental vision. In the former case the number of the pupils instructed should be mainly regarded by the community, in the latter, the quality of the instruction. The quality of the instruction given in the Public Schools and the numbers attending the High Schools are not in themselves unimportant matters, but their relative importance is different in the two classes of Schools.

We conceive, therefore, that while a rapid increase in the number of High Schools, and in the numbers attending them, are not perhaps at present desirable, it is desirable that the instruction given should reach the highest attainable point of excellence. In the High Schools are being educated, it is to be presumed, the leading men of the next generation, its clergymen, its lawyers, its doctors, its editors, the men who are to make farming a science, its engineers and machinists, its prominent manufacturers and merchants, and its Teachers. It is important that they at least as the advisers and guides of the future should receive a wide culture and know what thoroughness is. Undeniable as it is that during the last few years the High Schools have advanced with rapid strides, there is yet much to be done, and we are of opinion that to enforce in some shape the principle of payment by results, and to prescribe more definitely the number of Teachers to be employed, will be practically beneficial. With regard to the latter point we beg to suggest that Schools in which the average attendance of all the pupils, whether regularly admitted or not, is less than 35, should be required to employ two Teachers; that those in which the average exceeds 35 and is less than 60, should have three, and that for each successive increment of 25 an additional Teacher should be employed. Thus in a School with an average of between 60 and 85 there should be four Teachers, and in a School with an average between 160 and 185 there should be eight Teachers. Among these the proportion of Female Teachers should not exceed the proportion of female pupils, though for obvious reasons the Trustees should be allowed to employ one Female Teacher in every mixed School.

LAW SOCIETY EXAMINATIONS.

It is much to be desired that in the courses of study for the different professions, the subjects for the preliminary examinations should in every instance be selected from the High School course. The object of these preliminary examinations is to ascertain whether candidates have acquired a sufficient amount of the kind of knowledge, and received the benefits of the kind of training which it is the business of the High Schools to give, and not to test their acquaintance with professional subjects.

It will not be pretended by any one that the preliminary examination for any profession is as difficult as that for matriculation with honours in the Faculty of Arts, in the University. It would, therefore, serve every purpose if the subjects of these preliminary examinations were selected from the High School course which leads up to matriculation in the University. This has not been done. The Law Society, for instance, prescribes different portions of the same classical authors from those prescribed by the University. This entails a great deal of unnecessary labour on the High School Masters. It is expected in most places, and, we think, rightly expected, that the High School should prepare candidates for Osgoode Hall. The Head Master is, under the present arrangements, compelled to have two classes in Cicero, and two in Horace, and other authors, or to refuse to prepare law students at all. There are many who consider the latter the correct course, and it is, undoubtedly, defensible under the circumstances. But we cannot view with favour a state of things which tends to throw the preliminary education for an important profession into the hands of the private tutor, and to divorce it from the healthy influences of the School. We think, further, that it cannot fail in the sequel to injure the status of the legal profession itself. Though this is a matter in regard to which the Council of Public Instruction has no jurisdiction, yet the evil is so obvious, and the desirability of avoiding it so plain, that we draw attention to it in the hope

that, by conference with the Senate of the University or otherwise, the different examining bodies may be induced to relieve the already overtaxed High School Masters from unnecessary labour. If the High Schools were fully officered it would not be so important a matter, but even then it would be difficult to see any sufficient reasons for prescribing different books. The High School Masters are required by law to prepare pupils to enter the University of Toronto, and, accordingly, the course of study in the classics and other subjects is determined by the matriculation examination prescribed by the Senate of that Institution; consequently, by accepting the whole or part of the subjects of this examination in lieu of the subjects now prescribed by them, the benchers of the Law Society would not adopt a course of action tending to lower their dignity, but would simply, by conforming their requirements to those of the highest educational authority in the country, confer a boon on some hard worked and much-worried servants of the community.

HIGHER ENGLISH.

Though the English of the High Schools has improved, there is yet little teaching of higher English. Parsing and analysis are assiduously attended to. There is more or less practice in composition, but there is hardly any ethical or æsthetic culture. What should be aimed at is, in the majority of cases, not understood by the Masters. A few of the more cultivated Teachers have made attempts to carry out a course of instruction which at least tends in the right direction. But the development of the higher nature, the intellectual quickening, and the refinement of taste, which are the natural fruits of an attentive perusal of the masterpieces of our literature are, generally speaking, undervalued, or unknown, or thought to lie beyond the legitimate scope of the work of a High School. It is, undoubtedly, Utopian to expect any High School to give a full course of English literature. Yet something may be done even in the weakest Schools. In these days of shilling and sixpenny annotated editions, a different author might each term take the place now occupied by the authorized readers. The linguistic exercises might be taken from his pages. The compositions might deal either with the substance of his thoughts, or with topics naturally suggested by them, and by relegating Collier's English literature to its proper place as a book of reference, and arranging the course of study in the history class, so as to subserve the double purpose, no additional time would be required for a discussion of the prominent features of the period in which the writer lived, and the influence of its history on his views and character. Thus, much could be done without interfering with anything valuable that is done now; and though by these changes the most important benefits to be looked for from the study of English literature, would not be directly obtained, yet a way would be opened for early securing them. The pupils would, at any rate, read the writings of great men, instead of reading about them. If, in addition to what we have already suggested, time can be obtained, either by employing monitors or additional Teachers, or by remodelling the time-table, for developing the full depth of the meaning of the author, for arousing sympathy with lofty purposes and ennobling sentiments, for calling attention to beauties of thought and diction, and explaining allusions and difficulties, there will be nothing left to be desired.

PHYSICAL SCIENCE.

The culture afforded by the study of the physical sciences, though not so rich in the ethical element as that derived from the study of literature and history, is nevertheless valuable. The reverence for the truth, and the desire to know it, the conviction of the necessity for patience in investigation, and for caution in coming to conclusions, the appreciation of the beauty and the method of the universe, and the just apprehension of the soluble or insoluble problems that lie beyond the sphere of our present knowledge, which may be instilled by a skilful instructor into the minds of the youth whose wonder has been excited by the marvels which science unfolds, must render a scientific course properly conducted, an important means for developing the character and faculties of a human being. In regard to the direct utility of the knowledge imparted, the physical sciences are equalled by few subjects of study. We regret to report that the teaching of science is not making progress in the Schools. For this there are many reasons of which perhaps the most important are the lack of apparatus, and the impracticable character of the prescribed programme of studies. All places might advance

tageously follow the example of Whitby, and fit up a science room, that is, a room to be devoted to the teaching of science and furnished with the necessary appliances and apparatus. It cannot too often be inculcated that there can be no effective teaching of chemistry without illustrative experiments. Effective teaching implies first of all a qualified Teacher, and few of our Masters consider themselves well qualified to teach any of the physical sciences. Yet the number of Masters qualified to teach in this Department is increasing every year, and it is much to be regretted that where the Master is qualified, he is often compelled, if he wishes to teach chemistry, to provide the apparatus at his own expense. The public indifference to the claims of physical science is greater than the indifference of the Masters. Besides, three-fourths of the High School Boards either are so poor or believe themselves to be so poor that they will grumble if asked to expend ten dollars annually for chemical purposes. The Trustees themselves should not be seriously blamed. They in all likelihood faithfully reflect the indifference or the poverty of the community which they represent. But the fact just stated furnishes an additional reason for the exercise of great caution in permitting the establishment of new High Schools.

The course of physical science prescribed in the programme is defective in method, and it is beyond the capacity of the Schools to carry it out. It is not unreasonable for an Inspector to expect to find in each High School one class tolerably well grounded in the principles of one physical science; it is unreasonable under existing circumstances to expect more in the majority of instances. Accordingly the quantity of work prescribed by the programme is too great; its defects of method are equally injurious though not equally obvious. For instance the introductory course in chemistry should consist not of a given number of pages of a prescribed text-book, but of a series of experiments illustrating its leading principles. The class should linger over each experiment until every inference capable of being deduced from it has been deduced and sufficiently discussed. If in the course of explanation any principle has to be laid down, and temporarily accepted on the authority of the Teacher, the method by which it may be experimentally proved should be clearly indicated. After a knowledge of the experimental method; and if some of the facts on which the science of chemistry is based, has in this way been acquired and the leading principles have been thoroughly impressed on the mind, the class may enter on the systematic study of the subject with a reasonable hope of avoiding the utter bewilderment and confusion of ideas usually engendered in a child's mind by a headlong plunge into the mysteries of a text-book. But though in our opinion that portion of the programme which prescribes the course in physical science requires remodelling, yet its framers have done well to recognize the importance of that department of inquiry. Though a too exclusive devotion to the study of physical science is apt, like an exclusive devotion to any other subject, to lead to intellectual onesidedness, yet a man is hardly entitled to be called educated in this age of the world, who is ignorant of the nature of their methods of investigation, and of the leading conclusions which observations or experiments have established.

We have the honour to be, Sir,

Your obedient servants,

(Signed,)

J. A. McLELLAN,

J. M. BUCHAN,

S. ARTHUR MARLING.

To the Reverend E. Ryerson, D.D., LL.D.,
Chief Superintendent of Education for Ontario,
Toronto.

APPENDIX B.

EXTRACTS FROM REPORTS OF INSPECTORS OF PUBLIC SCHOOLS RELATIVE TO THE STATE AND PROGRESS OF EDUCATION IN THEIR RESPECTIVE COUNTIES, &c., FOR THE YEAR 1873.

COUNTY OF GLENGARRY.

Arthur W. Ross, Esq.—During the past year there have been a number of new School-houses built, and there are at present eleven in course of erection ; but on the whole I find the Trustees exceedingly backward in providing sufficient accommodation for pupils. There are only thirteen School Sections which have their School-premises fenced in, and altogether there are only seventeen wells sunk ; but greater attention has been paid to the erection of necessary out-buildings than formerly.

There have been black boards provided in nearly all the School-houses, but, with few exceptions, they are entirely too small and of very little benefit.

The Teachers' Association has done good work, but many of our best Teachers have given up the profession on account of inadequate remuneration. As a consequence, we now have a number of young Teachers who need much training. Some of these have charge of Schools much too large for their management, as some of the Trustees do not seem to exercise their judgment in selecting those who are best qualified. School Section No. 3 Kenyon, during the years 1872 and 1873 received for that time \$321 38 from the Government and Municipal Grants, and paid only \$340 for Teachers' salaries during said time ; for the present year they engaged a young, inexperienced female Teacher to take charge of a School having 120 pupils on the Roll, perfectly regardless of her fitness for the position, because they secured her services at \$180 00. There are seven-eighths of our Teachers females.

Some Schools during the present year are retrograding on account of the Trustees having secured inefficient Teachers in the place of more efficient ones. The work of Inspector and Teacher is thus often destroyed through the ignorance and parsimonious spirit of some Trustee corporations.

Many of the Trustees, elected during the present year, can neither read nor write, and I feel confident that so long as the present system of electing Trustees exists, there can be no great progress in our Schools. The highest salary paid to a male Teacher is \$600 00, and the lowest \$140.

The highest salary paid a female teacher is \$300, and the lowest \$96.

The average salary paid female Teachers in Kenyon, \$145.

In Lochiel, average salary paid female Teachers is \$153.

Average salary paid same in Charlottenburgh is \$164.

In Lancaster, the average salary paid them is \$186.

This shews an increase over that paid in past year, but still far below what it should be.

In the majority of the Schools the pupils have made satisfactory progress ; but most of the Teachers fail in teaching Arithmetic properly. Very few of them attempt Object Lessons, or Linear Drawing. Very few Schools have "Visitors' Books" and there is not much need of them, as, were they supplied, but few names would be found entered in them ; the people in general being very careless about visiting the Schools. General Registers are not supplied either. Our best Teachers are now sending Monthly Reports to parents with good results.

In December, Competitive Examinations were held in the Townships of Lancaster and Charlottenburgh, when \$60 worth of prizes were distributed.

The Teachers' Association still continues to meet regularly, and an addition has been made to the Library. At the Teachers' Institute held in Cornwall, in January, where Dr. Sangster lectured, most of our Teachers were present and I have no doubt were greatly benefited, returning to their work with minds stored with new and valuable ideas given them regarding their profession and the various duties connected with it. The *Journal of Education* is more read by Trustees and Teachers than formerly.

COUNTY OF STORMONT.

Alexander McNaughton, Esq.—Accommodation.—I have much pleasure in being able to report gratifying improvement and progress in the matter of providing adequate accommodation in several sections which were previously deficient in that respect. *Nine* new School-houses have been erected and completed during the year, viz: *four* in the Township of Cornwall, *three* in Osnabruck, and *one* in each of the Townships of Finch and Roxborough. Of these buildings, *one* is constructed of brick, and the remaining *eight* are frame buildings. Two other School-houses in the Township of Roxborough have been commenced, but are not yet completed. Several other sections are preparing to erect School-houses during the ensuing year.

In a large number of Sections, the School sites have been enlarged to the required dimensions. The majority of the Sections have now complied with the requirements of the law so far as the acquisition of the requisite quantity of land. Many of the sites, however, are still unenclosed, and destitute of the necessary conveniences. The necessity of providing out-buildings, and enclosing their School premises, will be urged upon the Trustees during the ensuing year.

Many Sections have furnished their Schools with maps and other requisites, but several of the more backward Sections are still destitute of large maps. Among the causes alleged by Trustees for their procrastination in this respect is, that they are deferring the purchase of maps and apparatus until they shall have provided suitable buildings in which such articles may be properly used and cared for.

Agitation and misrepresentation, in regard to the School Law and Regulations, have recently been revived in this County, and are now as in 1871, proving a hindrance to the progress of education.

Teachers.—The supply of Teachers in this County is insufficient, and consequently I was obliged to issue a number of interim certificates, in order to keep the Schools open. Regularly trained Teachers are very scarce. There were only four who had received a course of Normal School training, and three of these held Provincial certificates. I have strong hopes that the new Normal School about to be established in Ottawa, will effect as great a reformation in the Eastern part of Ontario, as has been effected by the Toronto Normal School in the West.

Institutes.—The readiest and most practicable way in which we can, in the meantime, arouse the present staff of Teachers to a sense of the vast importance of their occupation, and to a realization of the responsible duties which they have undertaken, as well as to the necessity of keeping pace with the onward march of improvement, is the holding of Teachers' Institutes in the different Counties. As a majority of our present Teachers will, in all probability, never attend a Normal School, such Institutes held annually or semi-annually in each County would infuse new ideas and fresh energy into the Teachers, and through them would confer an incalculable benefit upon the Schools.

Certificates.—Many Teachers whose certificates will expire at the time of the next examination will not be able to obtain Second Class certificates, and it will be necessary to meet their case, so as to enable them to continue in the discharge of their duties as Teachers, for which they are better qualified than mere beginners.

It may be taken into consideration, whether the interval between the Third Class and Grade B. of the Second Class is not too large to be surmounted by one step, and whether a greater number of Teachers might not be encouraged to aspire to a higher class or grade, if an intermediate step existed between the Third Class, and Grade B. of the Second Class.

Salaries.—The remuneration paid to Teachers is far below what ought to be bestowed for such service if properly performed. The highest salary paid to a male Teacher was \$435, the lowest \$174, and the average, \$256. The highest salary paid to a female Teacher was \$260, the lowest \$108, and the average \$173. The salaries for 1874 will rule somewhat higher.

Attendance.—The attendance has been small and irregular, owing to various causes. Some Schools were temporarily closed while the operation of building was going on. Other Schools had but a feeble existence for several months on account of epidemics, which were unusually prevalent. In other Sections the attendance was rendered small by ordinary causes, such as indifference or dissatisfaction on the part of parents.

The number of children who did not attend any School was inconsiderable, but when to

these are added those who attended too short a time to derive any permanent benefit, the two classes form a large aggregate. No attempt has been made to enforce the clause making attendance compulsory during a part of the year. Better roads may gradually remove much of the evil here complained of.

Methods of teaching.—There is too much dependence on the text books, and a tendency to commit the words of the rules to memory rather than to understand the principles on which these rules are founded. Several Teachers, however, and their number is increasing, are practical instructors, and not mere hearers of lessons. The quality of the instruction given is gradually improving, along with the introduction of better methods of imparting knowledge. The blackboard is called into use more frequently, and the general introduction of large maps renders the study of geography and history more intelligible and interesting to the pupils.

School Sections.—Several alterations in the boundaries of Sections have been made during the year by the Township Councils, and I think that considerable improvement will result from such action, as the Sections are now better balanced, and the Schools more accessible to the pupils. There are still some anomalies which it will require a few years to eliminate.

The merits of the Township Board system have not been much discussed in this County, and consequently I am not in a position to judge of the amount of favour with which it might be received.

COUNTY OF DUNDAS.

Rev. Wm. Ferguson, A.M.—In submitting my Annual General Report of the state of the Public Schools, and the progress of education in the County of Dundas, I will forbear from reiterating those particulars which are necessarily involved in the statistics of the Annual Report, and to which alone they belong, and confine myself to those points which claim more general notice and elucidation than can be accomplished by a mere array of figures.

It is with no small amount of satisfaction, that I record the gratifying fact of a very general, and very marked improvement in the management and organization of Schools, in the intelligent and conscientious devotion of Teachers to their work, and in the awakening regard of scholars to the duty of *compassing all knowledge*, assured that it is only by doing so they can hold their own, while struggling amid intellects whetted by all the attrition of conflicting self-interests, and stimulated by the never slumbering energies of a burning ambition. The stern yet righteous exactness of examination, which Teachers must undergo ere they can reach the status of holding a third class certificate, has told upon the moral sentiment as well as upon the intelligence of the Teacher. Formerly it was a standard idea among aspirants to the office of Teacher, that it was only necessary to attain to a very moderate amount of knowledge to *pass the Board*, and then they would speedily find some engagement, where too much labour would not be exacted, and most certainly would not be given, and as much salary promised by ignorant Trustees, as could be ground out of the Section. Teachers find, now, that the position which they hold is the reward of labour. Their labour was needed and no small amount of it needed, ere they could be registered as qualified pupils in the High Schools; and their education there, conducted at an expense, the measure of labour. Labour—expenses—time—study, all a reality—no more shams, no wasting of intellect in studied evasions of examination; and so the work of teaching has become more and more of a reality; a reality requiring thorough study, ere the name is entered on the High School register; and more enlarged, and more comprehensive, and more self-reliant study, ere yet the candidate can be successful in reaching his legitimate grade.

I am happy in bearing testimony to the increasing satisfaction exhibited alike by Trustees and parents in regard to the working of the School Law. Received by many with doubt and dread—with unqualified dislike by a few who desired to remain undisturbed in the same groove of facile descent to stagnant dulness—its excellencies, gradually but surely unfolding, have commended it to *universal* esteem. I use the word *universal* with all due deliberation; for in all my intercourse with *Parents, Trustees, and Teachers* in the past year, I never heard one whisper of complaint against its requirements.

I have had some difficulty in getting Teachers to understand and carry out the programme of studies. So many have been accustomed to arrange classes and studies according to the *desires*, or rather *commands* of parents and Trustees, that they are *now* afraid to offend by running in opposition to the wishes of their employers; they are afraid to incur the hazard

of slanderous and depreciating opinions about themselves, by sending an unqualified aspirant to a lower class, his proper place, and consequently in too many cases, its integrity is broken, and its wholesome requirements are cramped and crumpled. Instructing on all occasions the Teachers in the exact fulfilment of their duties; teaching with them and before them—and every scholar in every School in the County of Dundas has passed through my hands—assigning every pupil to his or her proper class, and demanding that, as far as circumstances can possibly admit, Teachers shall adhere to the programme, I am prepared for *gradual* success, but I feel assured that its *completeness* cannot be remote. I have only tolerated a partial modification of it, in the case of pupils past school age, who, ceasing from manual toil for three or four months, have snatched, it may be, life's last brief opportunity of learning one or two branches; or who, perhaps, in view of some future employment, are desirous to confine themselves to one branch such as book-keeping or mensuration, and do not wish to be burdened with the preparation of studies, which they can follow up, only by sacrificing what is more immediately demanded, and what they presume is more imperatively required to aid their future progress in life. In every other case, I expect an exact compliance with the programme, for experience has already most satisfactorily demonstrated that the more closely it is followed, the better grounded will the pupils be in the various branches of study, and the better prepared to enter on the duties and lessons of either the High School, the workshop, or the farm. In all the branches of education pursued in our Schools, I have found an improvement, save in English grammar. I am enforcing on teachers and pupils, the duty of giving all attention to a study becoming every day more essential to the exactness of business relations, as well as to other correspondence required in our intercourse one with the other.

In the other branches of study pursued in our Schools, there are evidences of general improvement, more especially have I found this in Arithmetic and Geography.

I regret, however, that so very little has been attempted in music, linear drawing, the elements of agriculture, natural philosophy and chemistry. I fear some years must elapse before these most valuable and interesting branches of education become very common and very popular in our Schools. Much, however, will depend on our Teachers. If they have been trained in the Normal School, or in High Schools where these branches form a regular part of the School work, then will they, if they have any natural talent for these studies, be capable of affording instruction in them to the young: nay, they will delight in instructing in what, when once known, will be found very captivating. Most true it is, that a perfect musical ear with a full and flexible voice are not bestowed on every one, yet in a considerable majority of the young, Teachers will find voices capable of improvement in modulation, and a degree of musical talent that will, by judicious practice, develop itself, and as a school exercise, lull all risings of harsh feeling, while arousing sentiments of union and mutual dependence.

I have found an attempt at giving lessons in drawing made only in one or two Schools in this County.

While it is necessary to possess a natural mental and physical organization to form even an ordinary musician, the discipline of eye and hand, if steadily pursued, will soon enable any boy or girl to form outline figures, and when crayon shading is added, there may be created a love for what is exact in ART and beautiful in NATURE. Drawing and colouring (far more intricate than drawing) ought to form part of every Teacher's acquirements, and I have no doubt that the next generation will find a race of Teachers capable of giving full instruction in these and other branches of knowledge requisite for the sustaining of man's ever growing desire for the *Ecquid Novi*, and of directing that desire to what is beautiful as well as useful. There must be a training to discover natural as well as moral beauty, and man's advancement in moral intelligence depends much on the *education* of that latent power, which will keep him ever awake to what is beautiful in the world around him, and will make him stoutly zealous to show that grander beauty of moral sentiment and action, which tells of an origin from that heavenly land which sin has not defiled and sorrow has not defaced.

I must again repeat what I stated more fully on a former occasion, that, in my opinion, all matters regarding the extension, the union, or disjunction of School Sections, should be committed to a Board, separated from and independent of Township Councils; a Board so constituted that it shall not be under the influence of political bias or sectional jealousy, the decisions of which would not be influenced by the desire of any man's favour, or the fear of any man's feud.

I am happy to state that several new School-houses have been built during the year, and

that several more are under contract for the coming season. All the new School houses have been built in size to correspond with the requirements of the School Law.

I have again the gratifying fact to announce that every Public School in this County has been open during the year. I do not mean for the whole scholastic year, but for a greater or less portion of it. The rebuilding of School-houses, the impaired health of Teachers, (in two cases the mental equilibrium became disturbed under the strain of anxious responsibility), and the departure of others to join the High Schools, preparatory to coming forward as candidates for Second Class certificates, caused a very few of the Schools to be closed for a portion of the year.

I feel bound to report what I addressed to the Honourable the Attorney-General of Ontario, in regard to the proposed alterations in the School Law. I said: "If there were no pressing need for changes, if there was no special and proved wrong to be rectified, if there was no certain and immediate good to be achieved; then wait for a year or two, and with matured experience and the invited counsels of those who have become familiar with the law's working—amend what may be wrong, strengthen what may be feeble, and give a generous impulse to the cause of education in our land; but shun a course of feeble and useless tinkering, calculated only to raise doubts as to the stability and therefore the excellence of the Law, and an unwillingness to carry out provisions which might be soon annulled, and to incur expenses which a change might render valueless."

COUNTY OF PRESCOTT.

Thomas Orton Steele, Esq.—The Schools in this County are generally backward, the reasons for which have been fully stated in former Reports, but there are creditable exceptions, and the progress during the past year has been such as to afford good encouragement to hope that the number will continue to increase. The work done has been more thorough than heretofore, combining the practical with the theoretical. There has been more of reason and less of rote. The great end of education has been more fully kept in view by the teachers, and better success has been the result. The progress in reading, spelling, definitions and arithmetic has been very good; and fair in grammar and geography. Music is practised in a number of Schools, and drawing in one or two. The higher branches are seldom taken up in the Public Schools, as the *three* High Schools absorb nearly all the advanced pupils as fast as they can be prepared to enter. A livelier public interest in educational matters is developing throughout the County, and though the battle may be long and fierce, I feel that the champions of educational enlightenment will be finally victorious.

Number and Rank of Schools.

The whole number of Schools reported for 1873, (including Hawkesbury Village,) is sixty-four; increase, four. All the Schools have been in operation part of the year. Forty (40) have been kept open the whole year, and the rest for periods varying from three to nine months, the average being over ten months; increase, one month. Three new Schools were opened during the year; one in East Hawkesbury, one in Longueuil, and one in Caledonia, and one department added to No. 1, Longueuil.

Rank of Schools.

	Good.	Medium.	Inferior.
E. Hawkesbury	4	5	15
W. Hawkesbury	3	3	5
Longueuil	2	3	4
Caledonia	1	2	5
Alfred	0	3	6
Hawkesbury Village	1	1	1
Totals	11	17	36 = 64.

School Population and Attendance.

Total School Population (5 to 16) reported	3,938
Entered on Registers during year	3,319
Attended School over fifty days	2,131
Total average 1st $\frac{1}{2}$ year	1,102 $\frac{1}{2}$
“ “ 2nd $\frac{1}{2}$ year	976 $\frac{1}{2}$
“ “ whole year	2,079

It will thus be seen that the total average is about $\frac{2}{3}$ of all the names entered on register. West Hawkesbury and Longueuil are the highest, being about $\frac{3}{4}$ of whole ; East Hawkesbury and Hawkesbury Village, lowest, being about $\frac{1}{2}$ of whole.

Classification of Pupils.

As I intend to have the new programme carried out as fully as possible, I have classified accordingly, and therefore report a much less number in the higher classes, namely : in 4th, 200, and in 5th, 11. I consider it much better for the pupils to be thorough in the first three classes, as in them the foundation for future success is laid.

Public Examinations, Prizes, &c.

More public examinations have been reported than formerly, but will scarcely average three for the Schools open the whole year, and one for the Schools open part of the year. I brought the matter before the Teachers on the occasions of both visits, and I find that nearly all reported in the affirmative (See Detailed Report). Both Reports cannot be correct. Many Teachers say: “It is of no use to hold public examinations, as very few attend.” I reply “Get up something *extra* to attract and interest Trustees, parents, and pupils ; give proper and timely notice, and you will have the gratification of having done your duty, be the results what they may.”

Prizes.

Very few Schools gave prizes last year, but I feel confident that after the Schools become better supplied with maps, apparatus, &c., Trustees will be willing to grant the required funds.

Receipts, Expenditure, Balances, and Debts.

RECEIPTS.	EXPENDITURE.	BALANCE.	DEBTS.	EXCESS OF DEBTS OVER BAL.
E. Hawkesbury	\$3660 60	\$3305 40	\$355 20	\$1198 26
W. Hawkesbury	1940 30	1640 35	299 95	385 94
Longueuil	3008 57	2841 96	166 61	344 00
Caledonia	1161 68	983 83	177 85	281 70
Alfred	1504 97	1426 42	78 55	437 28
Hawkesbury Village	5852 51	5474 68	377 83	
	17128 63	15672 64	1455 99	2647 18
				1569 02

To meet the excess of debts over balances, there is nearly the whole of the County Grant for 1873, \$1575, and a considerable amount of Local School Tax still uncollected at date of Reports, which, together, will meet the indebtedness and leave a balance in favour of the current year. The increase of expenditure over 1872, is, in round numbers, as follows : E. Hawkesbury, \$200 ; W. Hawkesbury, \$75 ; Longueuil, \$680 ; Caledonia, \$95 ; Alfred, \$590 ; Hawkesbury Village, (for P. S. purposes,) \$2,360 ; total, \$4,000. The total amount raised by Local Assessment was \$9,133, which, taking the total Assessment of District, at \$1,280,000, gives a rate of over seven mills on the dollar.

Salaries.

The salaries of over half of the Schools would give an increase of from 15 to 20 per cent., but as many Sections gave small salaries, the increase on the whole is about 8 per cent. The salaries generally offered are still too low to induce many young men to enter the profession, but I hope for better times, and would here add, that the increased provision being made for Superannuated Teachers, will be an extra inducement, not only to those now in the profession to remain in the work, but to others to enter the field. Highest (male) salary, \$500; increase, \$50. Lowest, \$204; increase, \$14. Average, \$325; increase, \$65. Highest (female) salary, \$260; increase, \$10. Lowest, \$75. Average salary (female), E. Hawkesbury, \$142; W. Hawkesbury, \$154; Longueuil, \$186; Caledonia, \$126; Alfred, \$167; Hawkesbury Village, \$200; total average, about \$150; increase, \$11.

School Accommodation.

There are a large number of inferior School-houses in this County, many of them being small and uncomfortable, but I anticipate a rapid change in this particular, as preparations are being made in many Sections to build very soon. External accommodations are comparatively rare, and the internal, in many cases, quite correspond. Five new School-houses have been built during the year, three of them in new Sections. The capacious School-house at Hawkesbury Village, before referred to, is nearly completed, and reflects much credit on the liberality of the people of that corporation. May this example be widely imitated. *Kind*: brick, 11, stone, 3, frame, clapboarded, 11, log, 39! The School-houses afford accommodation for about 3,500 pupils.

Value of School Property, School-Houses, &c.

School-houses and Sites.	School Furniture.	Maps and Apparatus.	Totals.
E. Hawkesbury \$6540	\$454	\$173	\$7167
W. Hawkesbury 4500	380	190	5070
Longueuil 3740	300	130	4170
Caledonia 2040	270	55	2365
Alfred 1390	180	30	1600
Hawkesbury Village..... 8500	500	250	9250
Total \$26710	2084	828	29622

Maps.—Six or seven Schools have been supplied during the year, but 27 still report. “no maps,” namely, E. Hawkesbury, 14; W. Hawkesbury, 1; Longueuil, 1; Caledonia, 4; Alfred, 7. The Sections without maps are generally poor Sections, but the Trustees have, in most instances, promised to speedily remedy the deficiency, and I intend to keep them to their promise. There has been vast improvement in reference to the pupils being properly and fully supplied with books and other School requisites, during the past two years, very few Schools now being deficient in this respect. I am happy to hear that the High and Public School Boards of Hawkesbury Village have just obtained apparatus, &c., for their Schools, to the value of \$200. Let the ball roll.

Teachers.

I find that a large majority of the Teachers are endeavouring to do their duty to the best of their knowledge and ability; and considering that most of them are young, and have had no special training for the profession, the results are encouraging. It is in a County like this that the present system of inspection is specially needed, and will prove most highly beneficial. There is still an indifferent minority with whose services I trust we will soon be in a position to dispense altogether. The High Schools are doing a good work at present, there being in the three High Schools of Prescott, from twenty to twenty-five Teachers in training; but we are looking anxiously forward to the opening of the New Normal School at Ottawa, feeling that it will mark a new era in the Educational history of this Section of

Ontario, as well as the adjoining Section of the Province of Quebec. The total number of Teachers employed during 1873, was seventy-two—males seven, females sixty-five. Changed during the year, only eight; a vast improvement on former years, as four of the changes occurred on account of marriage of Teachers. Number of Teachers reported in "Summary," (including Hawkesbury Village), sixty-four; increase, four—male five, female fifty-nine. *Certificates*, Provincial, 2nd Class, two; increase, one; 3rd, New C. B., thirty one; increase, eight; 1st, Old C. B., four; decrease, three; 2nd, Old C. B., nine; increase, one; 3rd Old C. B., one; "Interim," seventeen; decrease, three. *Religion*—Roman Catholic, twenty seven; Presbyterian, seventeen; Wesleyan Methodist, nine; Episcopalian, seven; Baptist, four.

Trustees' Reports, &c.

I have experienced much annoyance, and been caused serious delay and inconvenience, in the preparation of my "Annual Reports," by the imperfect and incorrect manner in which many of the Trustees, and some of the Teachers, fill out the Annuals, scarcely any of them being complete, the worst feature in many being the incorrectness of the Financial part, which I could not rectify but by visiting the Secretary-Treasurers, and going over the accounts. Very many of the Trustees can neither read nor write, but I must say, that the worst reports come from those having a "little learning," which, in *this case*, proves "*a dangerous thing*," (although I do not endorse the doctrine, generally speaking,) for the former, with commendable wisdom, generally employ some competent person to keep and audit their accounts and fill up their Returns, while the latter think such a course "*infra dig.*" and attempt the work themselves. The establishment of Township Boards would remedy this (and many other evils,) very much, and I hope to see them speedily established throughout the County. Altogether the future looks bright, and I feel quite confident that the 3,000 reported by the last census, as unable to read and write, in the County of Prescott, will have dwindled down in the next generation to fewer hundreds, I might venture to say *tens*, so far as our native population is concerned, than there are now thousands.

COUNTY OF RUSSELL.

Rev. Thos. Garrett.—The Public School district constituting the Inspectorate of Russell embraces six Townships, viz; 4 of the County Russell, and 2, N. and S. Plantagenet of the County Prescott.

Second.—That in this Inspectorate there have been six Schools and School Sections brought into active operation since the year 1871, and that generally speaking the characteristic features of these and of the great majority of all the rest during last year have been — a steadily increasing interest in the cause of Education, harmonious compliance with the requirements of the Law, and very gratifying results.

Third.—That the difficulty of procuring the services of efficient Teachers has rather increased than diminished in the course of last year, owing considerably to the fact that the examination being held at L'Orignal the distance is too great for some who have had recourse to the alternative of attending at Ottawa, and consequently engaging in Carleton County, though they received their education in County Russell, and would prefer to teach here, but for the above impediment among others.

However, in regard to a few who have been constantly employed for the last three years, it is due to say that they have made astonishing progress in the art of teaching, and in a few instances promise to be ornaments to the profession.

I submit a brief summary of the Teachers at present engaged, from which can be formed a more correct estimate and comparison, especially with more wealthy districts, than can possibly be formed from scattered remarks.

There are 2 male Teachers with Normal School Certificates at average salary	\$475
" " 3 " " " 2nd Class	" " " \$360
" " 7 " " " 3rd "	" " " \$330
" " 16 female " " 3rd "	" " " \$246
" " 5 male " " Special	" " " \$256
" " 15 female " " Special	" " " \$172
" " 2 female " " Old Co. Board.	" " " \$140

The remaining five Schools are not yet supplied for the new year.

Lastly.—I must say that I do not think the progress in the efficiency of our Schools and Teachers has been commensurate with that of School accommodation. Since the inception of the School Law of 1871, there have been 20 new School-houses built, and 24 Schools have made important renovations and accessions, especially in the interiors. Last year I reported progress in the building of 11 new School-houses; this year, or I should say at present the 12th School house has almost reached its completion; and prospects bid fair for two more in the Township of Cambridge, which I expect to see accomplished before the close of the year 1874.

My constant appeal to public sympathy for the cause has up to the present been based on the idea, that all efforts made for the instruction of the youth of the country must be fruitless, or next to fruitless, without suitable accommodations for a School. With room enough and sufficiently commodious and suitably furnished School-houses, our Sections will be prepared for the services of efficient Teachers, and should not be satisfied with anything else.

With this view inculcated, and with our increased accommodations, we hope to be ready to offer eligible situations to well deserving Teachers who will shortly be sent to us, we trust fully fledged, from the Normal School about to be established at Ottawa.

COUNTY OF LEEDS.—No. 1.

William R. Bigg, Esq.—During the present year there have been three new frame School-houses erected, viz: at School Section No. 1, Front of Yonge; School Section No. 20, Escott Front, and one in Gananoque Village. Towards the close of last year, and not mentioned in that year's report, two new School-houses were built, to wit, a stone one at School Section No. 9, and a frame house at School Section No. 3, both in the Township of Lansdowne Front.

The following list comprises the number of stone, brick, frame and log School-houses respectively, in my division. The date of the erection of each will be found in my Special Report.

Township of		Stone.	Brick.	Frame.	Log.
Elizabethtown,		22	3	1	3
"	Front of Leeds and Lansdowne,	10	3	8	0
"	Rear of " "	2	4	3	5
"	Front of Yonge,	1	2	7	0
"	Front of Escott,	1	4	3	1

Nearly all of the foregoing are in good condition, though not laid out as School-houses should be, and generally having but one room.

I will now comment on a few of the thirty-three questions embraced in the Special Report.

I have in all cases demanded that an assistant be employed where the average attendance is fifty, the only Schools in that position being Lyn Village School Section, known as No. 7, Elizabethtown; School Section No. 4, Yonge Front, at Mallorytown Station; No. 9, School Section Lansdowne Front, at the Station; School Section No. 1, Escott Front, and the Public Schools in the Village of Gananoque. There is a general desire in the Rural Sections to employ Pupil Monitors, as the Trustees inform me they cannot afford to hire two teachers, even if the average attendance exceeds fifty. At present all the assistants employed (excepting Gananoque) really are not qualified, otherwise than by holding special certificates. I think that for the present, the Monitorial system might be permitted in Rural Sections with advantage.

No *proper* General Register is yet used in any of the Schools, whether in Town, Village, or county. I am in hopes of rectifying this to some extent during the ensuing year, as I have sent to Toronto for sample Registers, and have called the attention of every Section to the subject, in a circular, a copy of which is herewith enclosed.

Quarterly Examinations.—Although many Schools report holding these, it is very doubtful if any have actually held four during the year, and I think it altogether likely that the average would be found rather below than above two per annum. If the law were amended, and semi-annual examinations made compulsory, it would be more readily complied with, and be easier enforced. Example is contagious. Only semi-annual examinations are held in Cities, Towns and Villages—and even in the *Model* School of Toronto. If the "law is vio-

lated" in the rural districts, perhaps it is partly caused by this fact. I have nevertheless advised the Teachers to observe the law, though I am perfectly satisfied that *quarterly* examinations are too frequent, and fail to perceive why they are any more necessary in the country, than in Towns and Cities.

As a general rule scarcely any pupils are sent from the rural districts to the High Schools, their only extraneous support being derived from a few candidates for Third Class Certificates, desirous of "*reviewing*" (whatever that may mean I know not). The genuine High School pupils, *i. e.* those pursuing the Classical course, are limited to an insignificant number, and of these the majority merely dabble in Latin and French for two years at the outside, while the remainder seldom matriculate in Law, Medicine, or Arts. In fact, it can readily be ascertained that the United Counties of Leeds and Grenville, including the Town of Brockville, have not furnished ten students who have graduated in our Universities and Colleges, during the past decade. The bulk of the scholars drafted into the High Schools from the Public Schools have only been drawn there by the *premium offered* to those who can pass the ordeal required from the fourth class of the Public Schools for promotion to the fifth class. Now here is precisely where the Public Schools in Towns are damaged. The majority of the pupils of these schools only require to be further advanced in writing, grammar and mathematics, to fit them for the practical duties of life, but having passed the aforesaid examination, their time is comparatively wasted for the next two years, in taking a "shallow draught of the Pierian Spring," to the neglect of those studies more essential to their future career. For be it observed, that as fourth class pupils are now pushed into the High Schools as fast as possible, in order that they may draw \$16 per head, in lieu of \$1 (which is only allowed for Public School pupils), the fifth and sixth classes in our Town Schools are being gradually abolished, and this is specially the case wherever Union High and Public Schools exist. Thus in Brockville, the sixth form is a thing of the past, while Gananoque has cut off both the fifth and sixth forms. Surely it cannot be wondered at, if this state of things continues, so long as Trustees can draw fifteen times as much per pupil in the one case, as in the other. The amendments to the High School Acts have not benefited the status of the High Schools, while they certainly do affect that of the Public Schools. The remedy lies in dissolution of the Unions, and in largely increasing the rate per head paid for Public School pupils.

A number of Sections have supplied themselves during this year, with maps, and I anticipate that 1874 will shew few, if any Schools, in my division, without these requisites.

I expect also, in my next Annual Report, to be able to inform you that nearly all the School lots are enclosed, and suitable out-premises erected. In furtherance of this object, and also the supply of maps, &c., I have personally served on each Section a printed notice, of which the enclosed is a copy. I have also reiterated the same request, in a circular sent to each Board of Trustees, accompanying the Semi-Annual and Annual blank Reports furnished by the Department.

Since the serving of these notices, Section No. 1, Elizabethtown, has not only complied with the request therein, but has also erected a wood-shed in addition; in fact so prompt was the action that the needed improvements were all made within two months after the notice had been served. School Section No. 10, Leeds Front, near the station at Gananoque, has during the present year enclosed one acre of land with a substantial picket fence, with three commodious gates for access to the lot. The School is well supplied with maps, &c., &c., and is the only Section in my Division that needed no notice to be served. The Trustees of this Section informed me of their intention to sink a well during the ensuing year. I may also mention another result of these notices, in the development of the fact, hitherto unknown, that a number of Sections have no title to School Lot.

I have given the answers as generally received by me in response to this question, but I am of the opinion that the constant change and employment of cheap third-class Teachers, is as great an "obstacle to the advancement of the Schools," as the causes assigned.

Under the heading "subjects of instruction," you will observe that the majority of the Schools omit object lessons, composition, drawing, vocal music, natural history, Christian morals, botany and chemistry. There are only one or two Schools in the Division, where the fifth-class part of the programme is *attempted*, so that generally the fourth-class work is the maximum in Leeds, and many of the subjects specified for that Form are not touched. In fact the instruction is chiefly limited to reading, spelling, writing, arithmetic, grammar and geography, the Teachers complaining that they cannot find time to do justice, even to those

subjects. The lack of higher qualified Teachers is one of the causes of this deficiency, and the objection of parents to allow their children to study the omitted branches is another, some even objecting to grammar and geography, so that it is a rare thing to find any pupils possessed of anything beyond the most superficial knowledge of Canadian and English History, while ancient and modern history, as well as algebra and natural philosophy, are literally unknown.

The "writing" in the first class is chiefly confined to slates, very few of the senior division using pen or ink; the second class may be considered as the one where "writing," properly speaking, commences.

Notwithstanding the many serious deficiencies still existing, I am thoroughly satisfied that the Schools are in a much better shape than formerly, and that a sure, though gradual progress is being effected. The worst Teachers have been weeded out, and a better class have taken their place; these in their turn must either take a higher grade of certificate, or be in their turn supplanted. Second-class Teachers, however, cannot generally be employed for some time, as they cannot be procured, in consequence of the supply being extremely limited, hence there remains no alternative, other than to re-license the third class Teachers, after being duly *re-examined*, upon the expiration of their present certificates by effluxion of time.

During the past three years, the salaries paid in the rural Sections have advanced about 50%; some grumbling of course occurs over this fact, which is attributed to the School Act of 1871, but as the rate of wages in all occupations has risen in about the same ratio, it is evident the blame (even if deserved) must be partly laid to some other account.

Having now a supply of Third Class Teachers, I have declined granting any "permits," except in three special cases, where the Schools, and the poverty of the Sections are such, that no legally qualified Teacher can be got to take charge. I may also be compelled *for the present* to grant special certificates to a few assistant Teachers.

The principal deficiency in both Schools and Teachers, is the utter want of mathematical attainments. As the Teachers have exemplified this at their examinations, so the pupils under such instructors display a like ignorance. The fundamental principles are not understood; it is difficult to get sums properly worked in Compound Multiplication; Practice is unknown, and it is useless to ask questions in Theory of the so-called advanced classes. It is really a fact, that 7 doz. and 4 eggs, at 6 $\frac{1}{4}$ d a doz. is rarely solved.

I see no way of removing this sad defect, except by rendering the attendance of Teachers for one session at the Normal School compulsory, or by the establishment of Institutes. Teachers' County Associations are invariably a failure, as regards self-improvement, the time being chiefly occupied in idle discussions, whereas the majority of the members need to be listeners, not talkers. Teachers' Institutes, if properly conducted by careful and experienced instructors, would undoubtedly prove a great benefit; still I do not see, how the almost total lack of mathematical knowledge among the Teachers can be rectified. It would require at least a year's thorough training to give them anything like a correct idea of mathematical and natural sciences.

With regard to lectures, I have delivered 8 during the current year in different convenient places within the County. I intended giving more than this, but a variety of circumstances prevented. Not being allowed to give notice of the intention to visit a School, I am compelled to take them by surprise, and can therefore only send word by the children, after the examination is over, that I shall lecture in their School-house that evening. The result is almost invariably a slim audience, in consequence of the shortness of the notice. *Per contra*, if I send word beforehand that I shall lecture on a certain evening, it is tantamount to informing the Teacher that I shall visit his School on that day, for the purpose of examining it, which my instructions forbid. I shall endeavour in 1874 to hit upon some plan, whereby I may be enabled to deliver a greater number of lectures than I did this year.

In 1871, I obtained permission from the Department for the formation of a School Section at Sand Bay; this has lately been effected, and a Union Section formed, to be known as Union Section, No. 18 Front, and 15 Rear of Leeds and Lansdowne. A School-house will shortly be erected, and the P.O. address of the Section will probably be "Warburton," but I will advise you definitely as soon as known.

COUNTY OF LEEDS.—No. 2.

Robert Kinney, Esq., M.D.—I am happy to be able to state that the improvement which I observed last year in the Schools of this Division No. 2 Leeds, was not temporary in its

character, but the commencement of a permanent and better state of things, and is to a great extent attributable to a better classification of pupils, and to a more thorough preparation of lessons by the Teachers. I have also reason to believe that the system of competitive examinations which has been introduced is having a very salutary effect and contributing in no small degree to the improvement which we have already noticed. We cannot however hope to attain to any very high degree of excellence, as the great majority of our Teachers hold Third Class Certificates. The answer I would give to question 31 in Inspector's detailed Report, What are the chief obstacles to the advancement of the School? is, the prevalence of Third Class Teachers. We are still however indulging the hope that the day is not far distant when a Normal School will be in operation in this part of Ontario, for, without thoroughly trained Teachers, our Schools must still remain in a backward state. Trustees too as a general thing are doing their duty by way of enlarging and enclosing sites, and furnishing their School-rooms with suitable blackboards, maps, and other apparatus.

COUNTY OF GRENVILLE.

Rev. Geo. Blair, M.A.—I am happy to be able to announce an improving and hopeful state of things in this County. It is true that we have difficulties to contend with in Grenville which do not exist, and cannot be even imagined, in younger and more progressive Counties; but still I think the time is not far distant when prejudices long established, deeply rooted, and riveted with the rust of years, will be overcome, and Grenville will be able to take its place with any other County in Ontario.

1. *Teachers and their qualifications.*—Assuming the number of Schools and departments to be 90, we have now about 80 per cent of the number of certificated Teachers required to supply all the Schools in the County. With regard to the provision in the new School Bill allowing First and Second Class Teachers of 10 years' standing under the old County Boards to come forth from their retirement, I think it will have little effect in this County, as a large majority of the Teachers are females, who never teach ten years if they can help it, and those who may have done so were chiefly of a class who loved the work, and were therefore able to take Third Class Certificates under the Law of 1871. It is a significant fact, and argues but little for the encouragement given to education among us, that at least 80 per cent. of the Teachers in this County are females. The great majority of these young persons, even if they succeed in passing the examination for Third Class, must necessarily be very limited in their acquirements. Having seen little, and read less, they can know but little, and they have no practical experience. What we want is a Normal School in these eastern parts, to give a professional training to young Teachers, and I am happy to see the organic want, so long keenly felt, is about to be obviated. I have also great hopes from the provision in the new School Bill for introducing the monitorial system. The restriction of the number of Teachers; Examinations to one in the month of July is, I think, a wise and proper step in the steady march of improvement; and we (the Inspectors for these United Counties) are about to give notice of the change, so that all intending candidates may be prepared to come forward at the next examination, instead of waiting till December.

2. *The teaching, and subjects taught.*—From the general character of the Teachers, as above given, the general quality of the teaching may be inferred, and also to some extent the number and the nature of the subjects taught. With only, except in a few cases, Third Class Teachers, we cannot expect to advance much beyond third class subjects, or even to have these subjects taught in any but a third class manner. There are exceptions of course, but I am speaking of the rule. *Reading* is generally not well taught—scarcely taught at all; and I hear the same complaint all over the Province. I have given marked attention to this subject, having seen, from an early period in my experience, how much it was neglected in our Schools; and I have found it to be a too general rule that the Teachers did not correct mistakes at all, or did so in such a careless manner that the reader passed on in his hurried blundering course without taking notice of the correction. The *Spelling* also is generally bad; and I think much of this bad spelling, as well as of the bad reading, proceeds from the fact that the eye of the scholar is too little accustomed to the printed page, and while one boy or girl is engaged in reading or reciting, the others in the class are allowed to look carelessly about them, or they are conning over their own sentence, instead of being keenly alive to the work that is actually going on. The *Writing*, as a rule, is indifferent; and I find it very hard indeed to introduce

into many of our Rural Schools copybooks with head-lines, the parents grudging the expense. With so many Third Class Teachers, and the great majority of these females, it cannot be expected that our *Arithmetic* should soar into the higher branches, and I would be glad to find even the elementary branches taught accurately and intelligently, with less of reference to rules. In many cases the work can be done so as to exhibit the correct answer, but cannot be explained by the pupil; and is often so carelessly and unmethodically put down on the slate that nobody else can explain or understand it. *Mental Arithmetic*, the best test of quick and intelligent calculation, is almost entirely ignored—our Teachers, as a general rule, seeming to have neither time nor taste for it. *Geometry* and *Algebra* are not to be seen in our Rural Schools, as they belong to Second or First Class Teachers, of whom we have only two or three in the villages. *Geography* is not sufficiently studied, and the knowledge of *History* to be found in our Schools is not worth mentioning. I endeavour to enforce the programme as far as possible; but generally where I find History classes, I would rather see good reading classes. *Grammar* seems to be an object of hearty aversion, or perhaps I should rather say of contempt and disgust, in a great many Schools in this County, and from the way in which it has generally been taught, I do not much wonder to find it so. My instructions, by precept and by example, are to teach grammar as much as possible without book, as a part of the reading lesson, without even naming the word grammar; to administer it, like medicine, to the young people, without even telling them what it is until they know a good deal about it. Of *Botany*, *Natural History*, *Physiology*, *Natural Philosophy*, *Chemistry*, and other advanced subjects, I need say nothing after what has been already stated, except that in the Annual Report from a small log-school, with an average of 10 or 12 scholars, and 28 little people on the roll, I find 28 returned as students in *Christian morals*, and 28 in *Civil Government*!!

Trustees' Reports.—My impression with reference to the Trustees' Reports is, that they involve a very large amount of labour to all parties concerned, and yield a very poor return in the shape of reliable information. I cannot help thinking that they might be abridged with advantage. The returns of the average attendance from some Schools, I regard as of doubtful veracity. Indeed, I have heard of Schools—thought not in this County of course—in which the Trustees required of their Teacher, as an indispensable qualification, that he or she should have the art of sending in a good round average. I allude to the subject with pain, because I think it points to a radical evil inherent in the system itself, and requiring a radical remedy. In the Annual Reports, I see enough to convince me that the statements are often made at random, being often inconsistent with each other, and inconsistent with other facts known to me. The financial accounts of the Trustees are in many cases quite incomprehensible, and show that no proper record is kept of the moneys received and expended. In some cases in which I have tried to get this remedied, I found that it did not proceed from any dishonest intention, but from the absolute incapacity of any one in the Section to keep a simple account of receipts and payments intelligibly. In counties where male Teachers predominate, this difficulty, as I know by experience, is not much felt, but in Grenville it is a serious evil, and points more and more to the necessity of Township Boards of Trustees.

School-houses and their furnishings.—In a letter which I received from the Department in June, 1873, the following passage occurs:—"Please call attention to the omission in regard to maps and apparatus. Thirty-three Schools are reported as having none. The Chief Superintendent regrets that in a long-settled and prosperous County like Grenville, this should be the case." I need not say that I deeply regret it too. The County, indeed, is not particularly prosperous; it contains a great deal of swamp, and poor rocky land; but it cannot be denied that it has been settled for a good many years, and I fear we have no greater difficulty to contend with than the fact that the County is an old one. The log-cabins have become venerable in the eyes of the people. School-houses constructed of stone, however defective in convenience or in architectural elegance, are considered miracles of perfection. Many of the inhabitants now middle-aged, and most of the present Teachers, received their early and only instruction in these wretched buildings, and we have in this County a large class of unprogressive people who say that the houses and accommodations which were good enough for them, ought to be good enough for their children. There is not much ambition among these respectable people to have good dwelling-houses for themselves, and I fear there is still less ambition to have good School-houses for their children. The very fact that we are an old County, and that we have grown old and grey, and exceedingly wise in our own esteem under the incomparable system of log School-houses, and local and district superintendence is, I repeat,

the greatest difficulty we have to contend with in Grenville in the way of effecting improvements. And, until we have good, or at least decent School-houses, how can we have maps, or libraries, or any other valuable School-furnishings? To introduce such things into log cabins, or into small unlathed stone-buildings, with very little wall-room, and no press-accommodation, would be scarcely desirable if it were possible. As well put the furniture of a palace in the wigwam of an Indian. I have therefore felt all along that the first great improvement to be effected—the inevitable precursor and pioneer of all other improvements—was the wholesale reconstruction of the School-houses. But here again a difficulty presented itself in the very antiquity of the County. The fact that it had been long settled had given time for abuses to grow, and for all the evils of the old system to become very strongly developed as well as to have struck their roots deep; and one of the most prominent of these acknowledged evils was the gross inequality between the Sections, some of which had grown to colossal dimensions, while others, by unnecessary separations, had become too small and poor to be able to support a good School.

Believing that the existence of good stone or brick School-houses on some of the present sites would only be a bar in the way of a more desirable distribution of them, I thought it better to wait a short time in the hope of some radical change of system—such as the introduction of Township Boards of Trustees, which we were at one time led to expect—than rashly to incur the risk of perpetuating in stone or brick, the evils acknowledged to arise from the existing inequality of the Sections. But latterly the prospect of any very early change of system seeming to have well-nigh disappeared, and a sufficient length of time having elapsed for the ideas of the people on the subject of School Accommodation to be somewhat better matured, I thought it my duty at the end of the last year (1873) to issue a circular to the Trustees of the several School Sections throughout the County, explaining distinctly the requirements of the School Law, as embodied in the Regulations of the Council of Public Instruction with regard to School Accommodation, and stating that if I find at my next visit that steps are not being taken in good faith to supply any deficiencies, I shall feel it to be my duty to withhold any future money grants to such delinquent Sections until the law is complied with. I intimated at the same time to some ten or twelve of the largest Sections, which have grown to their present exaggerated size by absorbing other Sections, that they must either make arrangements to employ a second Teacher in a separate room, or part with a portion of their acreage and population to some other smaller Sections.

These intimations were forwarded in sufficient time to be laid before the Annual Meetings which were held on the 14th January of the present year (1874). I learn that in some few cases they have caused considerable dissatisfaction, but as a general rule the people candidly acknowledge that I have acted with all possible leniency, and are preparing to carry out the requirements. I have reason to know that in the course of the present year a good many new School-houses will be built, and others which were deficient in the required out-houses, or in the proper extent of enclosed play-ground, will have these defects generally supplied.

In my circular to the Trustees, I expressed a hope that they would be assisted in their efforts by the money accruing to the several municipalities under the Municipal Loan Fund Act of 1873. By the 12th Section of that Act express provision is made for appropriating part of the money to the building and improving of School-houses; and I sincerely hope that notwithstanding a difficulty arising from the division of the Townships into Sections, some of which have already good School-houses, means may be found to devote at least a part of the money to the purpose of building new ones where required. It is fortunate that in the case of our incorporated villages, the same difficulty does not occur, and that therefore the spacious and elegant buildings erected at Kemptville and Merrickville will soon, I trust, be free from debt. Of the enlightened liberality shown in erecting these buildings I cannot speak too highly. Both are large, elegant brick structures each containing four spacious apartments, and will cost from \$6,000 to \$7,000 each. Heretofore these incorporated villages had each three separate and independent Schools, badly furnished—the scholars, particularly in Merrickville, moving from the one to the other as they thought proper. Now, the Schools will be graded, and will be under one management in each village, as well as under one roof. I must also express great satisfaction that handsome double Schools have been completed and are now in operation in Edwardsburg, Spencerville, and Burritt's Rapids; and that good substantial brick or stone School-houses are arising in several rural sections in lieu of the old stereotyped pyramidal log cabins. Indeed, I think I may now safely say that, generally throughout this

County, as well as throughout other parts of the Province, a movement is abroad in favour of better School-houses and improved School Accomodation. I would say also that though three years have now elapsed since the passing of the important School Act of 1871, and the issuing of the Regulations which accompanied it, I am satisfied that these three years have not been lost even in those rural sections where no apparent progress has been made, and where but few signs of life are yet visible. We shall soon have greatly improved School-houses in these Sections also; and as each endeavours to vie with another, or at least wishes not to be outstripped by its neighbours, we shall have better School-houses now erected under the invigorating influence of emulation than if the same Sections had been compelled to build two years ago, under a more severe and rigorous administration of the School Law. I must candidly say that I feel thankful for the wise forbearance shewn by the Education Department, in not requiring the Inspectors to exercise their powers too stringently, and I think the beneficial effects of this prudent and judicious policy will soon become manifest throughout the Province, not only in the erection of School-houses of a greatly improved cast, but also in the selection of sites better fitted to suit the convenience of the people, and in a better distribution of the Sections.

COUNTY OF RENFREW.

Rev. E. H. Jenkyns, M.A.—Including the various departments of incorporated Village Schools and the Roman Catholic Separate Schools, there were 120 Schools in operation during the past year. During the year four School Sections were, on account of being too feeble to properly support a School, united, and formed into two Sections; yet there is an increase of two Schools over the number reported last year. The number of rural Schools in operation during the year was one hundred and ten, showing an increase of ten Schools.

The following table shows the population of each Municipality in the County, according to the census returns of 1871; also, the average attendance and the percentage of pupils who attend School in proportion to the population. This table is based on the aggregate number of teaching days in the year, which, according to the Amended School Act of 1860, is 228 days. I deem it necessary to give great prominence to the facts established by this table. It places a certain well-known standard before us, which we must aim at, and which we must succeed in attaining if our Schools are to be in a state of thorough efficiency. No matter what may be the advantages of our School system, the arrangement and furniture of Schools, the efficiency of Teachers, all would be of no avail without regularity of attendance on the part of the pupils. The following table, when compared with that of 1872, shows a slight improvement, but it also shows how much the friends of education have yet to accomplish before the attendance comes to the required estimate:

TOWNSHIP.	POP'N.	AV'GE ATTEN- DANCE.	PER CENT OF POPULA- TION WHO ATTEND SCHOOL.
Adamston.....	1988	189½	9.5 or ab't 1-11
Alice.....	1563	116½	7.4 " 1-14
Algona.....	700	37	5.3 " 1-19
Bagot and Blithfield.....	1142	67½	5.9 " 1-17
Bromley.....	1428	126	8.8 " 1-11
Brougham.....	521	32	6.1 " 1-16
Brudenell, &c.....	1210	103	8.5 " 1-12
Griffith and Matawatchan.....	406	27	6.6 " 1-15
Grattan.....	1481	100	6.7 " 1-15
Horton.....	1267	115	9.0 " 1-11
McNab.....	2855	431½	15.1 " 1-7
Pembroke.....	640	60	9.3 " 1-14
Petewawa.....	370	27	7.3 " 1-14
Rolph, &c.....	459	27½	5.9 " 1-17
Ross.....	1682	198	11.1 " 1-9
Sebastopol.....	650	58	8.9 " 1-11
Stafford.....	798	58	7.2 " 1-14
Westmeath.....	2632	310	11.7 " 1-9
Wilberforce.....	1955	153	7.8 " 1-13
	23,747	2,236½	9. 1-10

There is nothing of greater importance to the success and influence of School teaching than regularity of attendance on the part of pupils. Without this the best laid plans to promote thorough and progressive instruction in the Schools will be entirely without avail. Anything, therefore, which tends to overcome this difficulty or even to modify it to a certain extent, must be worthy of most serious attention. Experience has convinced me that a very large proportion of pupils in our Public Schools do not attain to anything like a satisfactory degree of perfection in their studies, because of irregularity of attendance. The unsatisfactory results of the Public School system, the low attainments of Public School pupils, and the indifference of parents, were no doubt the moving causes why our legislators considered compulsion as necessary. The excuses of some are that they have no shoes, or in winter that they have no clothing to protect them from the cold, or that they live too far away from the School-house; but the general cause of irregularity is the indifference of parents. The parents in a great many cases are lamentably ignorant, and from this ignorance arise apathy and carelessness. Then again it should be borne in mind that with a great many parents the help of their children on the farm is a matter of greater consequence than their education. I believe if parents understood that the more regularly their children attended School the sooner they would be able to make use of them for the support of the family, they would make some sacrifice to secure so desirable a result. Educationists have a higher object in view than to impart a mere knowledge of so much reading, writing and arithmetic. They aim at the formation of a good and virtuous character. They aim to impress upon their pupils habits of cleanliness, truthfulness, accuracy, punctuality, obedience, attention, kindness, forbearance and charity; and if pupils are irregular in their attendance, or if they are prematurely removed from School, the chain of these habits formed at School will be too weak to bear the wear and tear of life's battle.

When visiting Schools I took copious notes, not only on everything connected with the School, and the different methods of instruction adopted by Teachers, but also on subjects collaterally suggested; and inasmuch as I desire to make my general report, not merely an epitome of dry figures, but, I trust, something of practical value, I shall make some observations based on these notes.

The whole number of Teachers employed during the year was 120. Of these 79 were females and 41 males. The following table shows the qualifications of the 120 Teachers engaged during the year:

Normal School students.....	7
Second Class Provincial.....	2
Third Class County Board.....	43
Licences granted by County Board or Inspector.....	68
Total.....	120

The beneficial influence of the Normal School at Toronto is becoming more and more apparent, and I trust that ere long we in this County will be benefited to a still greater extent by a similar institution in Ottawa. The general success of Teachers who have availed themselves of such an institution speaks volumes in favour of such a training. Of course all Normal School Teachers do not exhibit superior skill, or meet with more than ordinary success; for unfortunately there are some who have entered the profession, whom no amount of Normal School training can ever make successful Teachers. But such are comparatively few, and the preponderating influence leads me to most heartily wish that all our Teachers could enjoy the benefits of the Normal School training. I am glad to find a desire for such training prevailing amongst some of our most efficient Third Class Teachers, and that several of them have fully made up their minds to attend such an institution.

Looking at the table of qualifications of Teachers, and noticing the very large proportion of teachers who hold simply "licences" to teach, we ought not to wonder that so many Schools are unsatisfactory and inefficient. A fair proportion of our Teachers may be said to be earnest, industrious, and efficient. They labour diligently not only to understand the subjects to be taught, but also the nature, responsibility and greatness of their work, and devote their best energies to the discharge of their duties. But there are also, we are sorry to say, a large proportion who are devoid of the requisite qualifications, and who evidently desire to pass

their time, and give as little in return for their pay as possible. We trust in course of time to weed all such cumberers of the ground out of the ranks of Teachers.

When Teachers have to gain experience by actual work in their profession, it must not be wondered at that the organization of our Schools is very defective, and the pupils but poorly classified. Young and inexperienced Teachers know so very little respecting their duties, and pay so little attention to the classification of the pupils, that it is almost impossible to examine and report on their Schools. In these matters they generally yield to the desires of pupils or their parents, and the consequence is that pupils are prematurely advanced to the higher and more difficult subjects. In a large proportion of Schools, taught by incompetent Teachers, I found pupils reading in the 4th or 5th Book, who could not read in a satisfactory manner a passage from the 2nd Book. And when such Teachers were compelled to strictly adhere to the Programme and cause such pupils to be returned to their proper classes, the parents were highly indignant. It would be about as reasonable to be displeased with the master mechanic because he will not allow his apprentices to work upon the neatest and most artistic work until they have acquired skill in the use of tools. This same difficulty pertains to all other subjects, but more especially to the subject of arithmetic. In many Schools the character of the education imparted has been so superficial, and the pupils have been so allowed to glide onward from one subject to another without understanding the principles involved, that pupils who worked sums in Proportion, Interest, &c., could not put down the following sums correctly: "Write down on your slates the following numbers, 100,000 76,050, 300,003, 300,007,005, &c." I can see no practical sense or use for pupils to attempt the 4th Reader until they have thoroughly mastered the 3rd, or to be allowed to advance through the arithmetic or geography without a proper knowledge of their principles. The chief aim of the Teacher deficient in qualification, and who does not understand the nature of his duties, is to go over as much as possible, regardless of thoroughness or accuracy. This defect we must always expect until Teachers receive a proper training, and are possessed of the proper qualifications for the work. Men are becoming more and more convinced that the education of children should not be judged by the number of books they have gone over, but by the actual amount of information which they possess.

I know of no agency so calculated to promote thoroughness and accuracy, and to improve the classification of pupils as frequent public examinations. Here again it is necessary to guard the real from the superficial. It is an easy thing upon such an occasion to ask only such questions as the pupils are familiar with, and so the Teacher manages to deceive by reason of the aptness of his pupils. Such examinations should not be undertaken for effect; neither should they, as a rule, be conducted by the Teacher. In order to render such examinations as attractive and thorough as possible, it is necessary that the Trustees and ratepayers of the Section should attend. I regret to be compelled to state that this is not generally the case. It is seldom that Teachers can induce them to attend, even when notice has been given. The evil result of such carelessness and such apathy reacts in its effect upon the Teacher. Surely it is not too much to expect of Trustees, parents, and in fact of all who are interested in the welfare of our Public Schools, which are forming our national character, that they should evince an earnest interest in their success.

Another evil result of this lack of qualification on the part of Teachers is, that they rely too much upon text books. It is quite painful to notice the awkward, dull and uninteresting manner in which they teach their classes. The ability to conduct a class without the use of a text book is desirable and also attainable by a little daily preparation on the Teacher's part. The advantages of such teaching are manifold. The Teacher enjoys greater freedom, and scholars have greater confidence in him when he is able to conduct his classes without the aid of text books. But unfortunately this is not the case with the majority of Teachers at present engaged in this County. The evil consequence which we have to deplore is, that pupils' minds instead of being healthfully developed, are, on the contrary, cramped by being tied down to the barren facts of the text books. The real work of education is thus dissipated for want of interest and illustration. The effect of the system which confines both Teacher and pupil to the very words and arrangements of the text-book is to destroy all mental activity, and to impart an education which can be but a poor equipment for the battle of life. In order to do away with the evils of such a system, I have systematically called Teachers' attention to the necessity of studying over night the lessons which they have to deliver the next day. By such means they can teach all the facts of the lesson, and also enjoy many opportunities of

collateral information and illustration. A practical Teacher is always on the alert to detect any error in his method, or to discover any point in which improvement can be made. The Teacher who does this, though at present there may be many deficiencies in his system, will in the end become master of the situation.

Having noticed at the half-yearly examination of Teachers the very unsatisfactory answers given by a majority of candidates to the questions on education and School Law, I felt somewhat curious to ask at my visitation of Schools as to the books Teachers were in the habit of reading on the theory of teaching. The result was somewhat startling. Out of 120 Teachers questioned on the subject, only 19 could mention any book which they had read on the theory of teaching. I may also say that a very large number, when questioned as to the periodicals which they were in the habit of receiving, could only say they sometimes read the *Journal of Education*, and others professed they read nothing but the text-books. Where there is so little desire for improvement, I cannot understand how they are to qualify themselves for the work, or how they are to discover any defects in the system of teaching. Not only should Teachers endeavour to purchase good books, treating of their profession, but they should at all events read the *Journal of Education*, and also subscribe for the *Ontario Teacher*. In these publications, which are conducted in the interests of the profession, a great many suggestions are thrown out, different methods are frequently and ably discussed, and the tendency of the whole is to give a comprehensive view, and a directness of purpose to the teacher's work.

In addition to reading books which treat of their profession, Teachers should avail themselves of the Inspector's permission to visit other Schools. This they will find of immense advantage in the management of their own School. A visit for one day to a School conducted by an able and efficient Teacher, who has triumphed over many difficulties, will give in a very short time a clear insight into the theory of teaching.

At my visitations, I called the special attention of Teachers to the following requirements:—

1. To make such a classification of their Schools as would carry out in every particular the programme laid down by the Department of Public Instruction.
2. To commence teaching arithmetic, geography and grammar to the junior classes according to programme, but to instruct them without text books.
3. To be very thorough in the simple rules, and especially in the dictation of numbers.
4. To read and study more works on the theory and practice of teaching.

At no previous period in the history of Schools has so much activity been shown in the building of School-houses, as during the last two years. In many respects we believe the style, size and fitness of a School-house indicate the advancement which education has made in a section. But where the School-house is only a small, low, and wretched log shanty, the tone of the whole School corresponds, and the results are always eminently unsatisfactory. Good School-houses of course do not constitute all that is necessary, but with their introduction, other things essential to the welfare and progress of Schools are brought forward in a degree proportionate to their character. When a good and substantial School-house has been built, the next step is a desire for the services of a competent Teacher, and thus Trustees and others devote more of their time, energy and intellect, to make their School in all respects a success. Immediately Teachers, pupils and parents become interested, and the result is, progress. Until within the last two years, it was rare to see anything but miserable log shanties, known by courtesy as School-houses, but now I am happy to say these are giving place to suitable frame buildings, and in many instances to good and substantial brick buildings. Some of these buildings in their dimensions, external and internal arrangements, not only meet the requirements of the School Law, but are a credit to the persons by whose efforts they were erected. Amongst such I take great pleasure in mentioning the following Schools:—Mansfield, Braeside, Beachburg, Nos. 3 and 7 Alice, No. 3 Pembroke, No. 2 Stafford, and also No. 3 Brudenell. I hope within a few years to see all the School-houses in this County, in style, size and arrangement, coming up to the requirements of the School Law. In carrying out these requirements it is requisite to exercise a judicious moderation so as not to crush poor Sections.

In the matter of ventilation we have yet a good deal to learn. No attempt has yet been made to ventilate Schools by any other means than the doors and windows. When we consider that, according to the most reliable information, not less than one-third of all the deaths occurring is caused by the inhalation of impure air; when we think of the general character of our

School-houses and the mental and physical exhaustion caused by breathing in such an atmosphere, I am forced to the conclusion that the ventilation of Schools is a very important matter. It would be a great advantage if the windows of all Schools were so made as to open from the top, for by such means we could to a certain extent provide against the poisoning of Teachers and pupils.

I am sorry to say that a very large number of Schools are without the necessary out-premises. This is a positive disgrace to the County, and must be immediately remedied. I have repeatedly called the attention of Trustees to the necessity of providing these out-premises, but hitherto in many cases without avail. This is a matter which does not involve the expenditure of a considerable sum of money, but is the effect of a disgraceful neglect. I have therefore come to the conclusion to withhold all public moneys from all Sections which do not as required by law provide a good fence round the School lot, and also build on their lot separate conveniences for the boys and girls.

During the latter half of the year my time has been almost wholly devoted to the work of conducting competitive examinations throughout the County. Sometimes pupils of two or three Schools were brought together, and at other times, because of distance, and other circumstances, the pupils of only one were examined. This system of competitive examination has been attended with very beneficial results, not only in stirring up a spirit of emulation amongst pupils, but by infusing a new energy into our Schools. The great difficulty which the friends of education have to encounter in this County is a spirit of indifference amongst parents and pupils as to the claims of education. I know of no measure so calculated to overcome this indifference as a judicious system of competition. Not only pupils looked forward to these examinations with eager expectation, but parents also attended and watched the proceedings with a lively interest. These facts are a sufficient advantage for the labour and money expended on competitive examinations. But these examinations have produced other beneficial results. Pupils are trained to write down their thoughts systematically and independently; Teachers have also been enabled to detect many points for improvement in their method of instruction, as well as to notice the defects of their pupils in certain subjects.

The examinations were conducted wholly in writing. Pupils were arranged in such a manner that copying was rendered impossible, and the results are therefore eminently satisfactory and reliable. Each answer was carefully valued according to the number of marks assigned to each question. The questions were drawn up in such a manner as to test their reasoning powers more than a mere knowledge of the text-books.

COUNTY OF LENNOX AND ADDINGTON.

Frederick Burrows, Esq.—The total expenditure for all School purposes during the year, was \$34,906 70, an excess of \$3,126 95 over that of 1872. Grand total paid Teachers, \$20,897 83, an increase of \$2,862 55. 6,343 pupils were enrolled during the year, of whom 3,321 were boys, and 3,022 were girls. The daily average attendance for first half-year was 2,401, and for second half-year, 2,190.

The cost per pupil estimated on the number enrolled, and the whole expenditure for School purposes, was \$5 50. Of the one hundred and ten Teachers (twenty-two males and eighty-eight females) employed, one held a First Class Provincial Certificate; six, Second Class Provincial; thirteen, First Class from Old Board; thirty-three, Second Class, Old Board, and fifty-seven either Third Class New Board or *Permits*. The average salary of male Teachers was \$348, an increase of \$70 above that of 1872. Of female Teachers the average salary was \$206, an increase of \$20. The highest salary paid a male Teacher was \$480, and the lowest, \$144 (!) The highest salary paid a female Teacher was \$400, and the lowest, \$132. Thirteen School Section Libraries were provided during the year. I expect soon to be able to note a large increase in Libraries, as our people generally are beginning to see the importance of supplementing the instruction given in the School-room, by a course of useful reading. I find great difficulty in inducing Trustees in those Townships, which some years ago provided Township Libraries, to supply their Schools with libraries. The Township Library system in this County (except Amherst Island), seems to have been an almost entire failure—the books having been uncared for, and finally lost. I have full confidence in the School Section system.

I regret to say that the evil of irregular attendance still exists to a most serious extent,

for which the Teachers in many cases are as blameworthy as the parents. Many neglect the most obvious means of making the School premises inviting, and the School work interesting to their pupils, and in consequence, indifference and dissatisfaction are excited among both children and parents, followed by the usual result—irregular attendance. I cannot expect a marked decrease in this evil until greater inducements are offered to young persons of high merit to equip themselves for the work of teaching.

At the beginning of the year our Teachers organized a County Association. Several highly profitable meetings have been held, more especially the one at which Dr. Sangster gave a lucid exposition of the most approved modes of teaching the principal subjects of the Public School course. The great utility of Teachers' Institutes has been amply proved, and I trust that before long they will become a recognized part of our School system.

Our greatest educational want now is, the *trained Teacher*, in the absence of whom, our greatly improved School-house accommodation and appliances for the education of the young, will be of comparatively little service. As very few of those who engage in teaching avail themselves of the advantages afforded by a Normal School, it follows that some other means must be resorted to, in order to meet the pressing want which now exists. The most ready and efficient substitute for a permanently located Normal School, is a *peripatetic* one in the shape of a Teachers' Institute, conducted by a thoroughly competent person, and held at points easily accessible to the Teachers.

A good deal has been done during the year in the way of building and furnishing School-houses. Thirty School-houses have been built since the enactment of the School Law of 1871; and a good many old ones have been renovated and re-furnished. The log School-house is now almost entirely confined to the backwoods. All our Schools, with perhaps two or three exceptions, are supplied with the maps, &c., necessary for their efficiency. I believe that the majority of our people rejoice at the greatly improved condition of things, notwithstanding the considerable expense incurred; and I am persuaded that they will soon realize that those educational improvements will not only tend to increase the intelligence and taste of the rising generation, and contribute to social order and sound morality, but will also increase the material wealth of the community at large.

With regard to the School studies, I have to state that the ordinary branches are generally well taught. The Natural Sciences prescribed have been introduced into a few of our Schools; but I have reason to believe that with rare exceptions they are taught in a perfunctory and mechanical manner. The fact is, the work required is beyond the ability of the great majority of our Teachers; and I have come to the conclusion from what experience I have had, that it would be better not to insist upon the teaching of those subjects until they can be dealt with in a rational and natural manner. Unless the pupils are led to personally examine specimens, and experiment for themselves, in order to find out the facts and laws of the science studied, I am inclined to question the propriety of introducing such studies, perhaps to the neglect of the other vitally important branches.

I would suggest that some pecuniary inducements be offered to Teachers, to pass the examination for Special Certificates for teaching the Natural Sciences prescribed.

With regard to the *Poor Schools* of our back woods, I have to state, that through the kindness of the Education Department in granting assistance from the Poor School Fund, the majority of these Schools have been kept open during the whole year. The County Council on my recommendation supplemented the Grants from the Department. Without this aid it would be quite beyond the ability of most of those poor Sections to keep their Schools open. The people, many of whom are educated Germans, evince a most anxious desire to put within the reach of their children the advantages of a Public School, and they have been greatly encouraged by the aid received.

I have striven in every way possible to assist in meeting the necessities of their case, and I have the satisfaction of knowing that the most of those Schools are doing good work.

On looking back to the state of things when I made my first inspection, I cannot but feel that substantial progress has been made; and it is a real satisfaction to know that in introducing the many changes necessitated by the new law, comparatively little opposition has been encountered.

COUNTY OF PRINCE EDWARD.

Gilbert D. Platt, Esq., B.A.—Fair progress may be reported in reference to the greater

number of the Schools of Prince Edward during the past year. In my report for 1872, six were classified as excellent, nineteen good, thirty-three fair, and twenty-one poor. After an equally careful estimate for 1873, the following classification is adopted :—Ten excellent, thirty-two good, twenty-eight fair, and eleven poor. Of the highest grade, Ameliasburgh, Hallowell and Hillier have two, and the other townships one each. Of the second grade, Ameliasburgh has five, Athol three, Hallowell eight, Hillier five, North Marysburgh four, South Marysburgh three, and Sophiasburgh four. The Village of Wellington has one of the highest grade.

The amount of money raised during the year by Trustees' tax on property was \$22,389, an increase over 1872 of \$3,060. Amount paid Teachers, \$22,093—increase 1,403. Average salary of male Teachers, \$352—increase, \$14. Average salary of female Teachers, \$233—increase \$10. Two Teachers in the townships received a salary of \$500—fourteen received from \$400 to \$500—twenty-five received from \$300 to \$400, while only five male Teachers in the county received less than \$300.

Changes of Teachers were made in twenty-two Schools during the year, against thirty-four changes in 1872. It would be of great advantage to have still fewer changes, but it is satisfactory to notice that the American system of employing a male Teacher for the winter months, and a female during the summer, is so nearly discarded in Prince Edward.

The total number of pupils attending the Schools during the year, was 4,912—an increase of sixty over the former year. Of these, 437 attended less than twenty days ; 900 attended from twenty to fifty days, and 1,367 from fifty to one hundred days, while only 245, or barely five out of every 100, attended 200 days or over, during the year ! It will thus be seen that more than half whose names were on the School Register attended less than 100 days ! With such irregularity, the wonder is that we are able to record any progress at all.

But let us examine the attendance in another light. The average daily attendance of pupils for the year was only forty-one per cent. of the whole number on the Register. Taking each township separately, Ameliasburgh ranks highest, being fifty per cent., Athol thirty-two, Hallowell thirty-eight, Hillier forty four, North Marysburgh thirty-eight, South Marysburgh forty-one, and Sophiasburgh forty per cent. Even this low percentage is a slight improvement on the previous year, but there is very great need of increased effort towards amendment in this important particular, if our School population is to get anything like an adequate return for the money appropriated to educational purposes.

Twenty School-houses in the county do not meet the requirements of the Law, distributed as follows:—Ameliasburgh three, Athol two, Hallowell three, Hillier one, North Marysburgh five, South Marysburgh three, and Sophiasburgh three. Of these it is expected that more than half will be built during the present year. A few are unavoidably delayed on account of necessary changes in the Sections ; and the short crops of most of the farmers of the county, occasioned by the severe drought of last year, have prevented preparations for building in some other localities. Only twenty School-yards are enclosed as the Law requires, leaving about sixty yet to be attended to. The requisite provision has been made in many of these cases. A still more extensive task remains, however, in the matter of a well for each School lot, there being at present only six in the county.

To check the irregular attendance of pupils, I procured two thousand copies of the "Duties of Pupils," and extracts from the "Duties of Masters and Teachers," which were supplied to the authorities in a large number of the Sections at a nominal charge, so that each family might have a copy. The effect of this has been beneficial, but it seems still a very difficult matter to have the rules strictly enforced. I invariably endeavour to impress on the minds of pupils the necessity of either *attending School regularly* or *staying at home regularly*, and not attempting both at the same time. Parents are compelled to choose between the thorough education of their children on the one hand, and their frequent assistance at home on the other ; and until they form a correct estimate of what is lost by irregular attendance at School, we can hardly hope for thorough progress and high attainments in the training of our Canadian youth.

The inexperience of large numbers of our Teachers is another discouraging feature which can never be remedied until every one who aspires to the position shall be compelled to undergo a term of professional training. This must come before long, and the sooner the better. To correct diseases of the body, a long and expensive course of instruction is required, but to

mould and shape the intellect, almost any person may pick up the requisite information in six months. Many young Teachers can do nothing without the aid of text books—they lean upon them as on a staff, and when forced to depend upon themselves, fail utterly: and worse still, the most frequent absentees from Teachers' meetings for mutual improvement are these same young members of the profession.

Object teaching is still practised to a very limited extent in our Schools. To place the necessary information within the reach of our Teachers, I persuaded a local bookseller to order from England fifty copies each of two works—"Gill's Notes of Lessons," and "Lake's Book of Object Lessons"—specimens of which I obtained at the Depository in Toronto, and which I consider, without exception, the best treatises I have seen on the subject. These have been purchased by many of our Teachers, who speak very highly of the assistance derived from them.

Weekly reports to parents were used in a majority of our Schools during the past year with very good effect. The necessity of keeping an account with each pupil, and showing the standing at stated intervals, are becoming more generally recognised by our Teachers. I am almost of the opinion, however, that monthly reports, to be determined by daily standing or weekly examinations, or both, are sufficiently frequent. The greatest drawback in the use of these reports is found to be the stereotyped one of "indifference of parents." The remedy for this widespread evil is yet to be applied, nay, to a great extent discovered.

The need of Teachers' Institutes, with compulsory attendance of those at least who hold Third Class Certificates, is still deeply felt. It is hoped the new Council of Public Instruction may give the matter early attention.

The Annual Convention and Excursion of our County Teachers' Association, lately held, were more than usually successful. Our Teachers' Library does much good, and having ample means, we expect to enlarge and replenish. On the whole, amid many disadvantages and discouragements, we are hopefully striving for improvement.

COUNTY OF HASTINGS. No. 2.

John Johnston, Esq.—I am happy to state that since the introduction of the School Law of 1871, 20 new School-houses have been built in South Hastings; many of these are of brick and stone. All the Schools have been well supplied, some time ago, with maps, tablets and object lessons, many with globes, and all with numeral frames. With a few exceptions the grounds are fenced and outhouses built.

Besides the 20 new houses many have been repaired and fixed up at considerable cost; and during the summer of 1874 10 new houses will be built, either of brick or stone, and a few will be repaired and made as good as new.

I have not had much difficulty in inducing Trustees to get maps, &c., when they saw the need of them. I always had printed applications for the Trustees to fill out, and I always prepared a list of articles needed. Tablets, Map of the World, and Map of America were got at once, as it was impossible to teach a School without these, particularly the tablets. Some Schools yet need the Map of the Dominion.

Teachers.—Though the people of South Hastings have done much in respect to School-houses and furnishing them, yet we need more trained Teachers—men and women who have made some preparation for their duties besides the mere knowledge of just being able to obtain a "Third Class Certificate." The Schools of South Hastings would not have been so efficient as they are, had it not been for the pains taken to show the improved method of teaching all the School subjects. This was done during my first visit in 1871, and has been followed more or less ever since.

In the fall of 1871 I started the South Hastings Teachers' Association, at which the improved method of teaching all the School subjects has been shown, and as no discussions have been allowed, but practical work, we now call it by its proper name, "The South Hastings Teachers' Institute." The best method of teaching every subject has been shown again and again, and as we recognize no method of teaching reading but the natural method introduced by Dr. Sangster in 1866 into the Normal School, it has been taken up at almost every meeting and thoroughly explained and illustrated by classes from different schools; and to help me in this direction, and to convince the Teachers that the methods of teaching the subjects taken up by me were the best, I asked Dr. Sangster in the winter of 1873 to come down and

discuss the natural method of teaching reading, grammar, geography and arithmetic, which he was kind enough to do, and he gave me great assistance in inducing Teachers to teach and conduct their schools in the right way. This was the first meeting he held in the Province. He did an immense amount of good, and convinced the Teachers that the methods discussed previously were the best, in fact the only correct methods of Teaching. He gave a lecture in the evening, and the next day visited the Deaf and Dumb Institute and Albert College, and left an impression in Belleville and South Hastings that will never be forgotten. The Teachers of South Hastings and Belleville were anxiously waiting for him to be appointed to conduct Teachers' Institutes in the Province.

As the Teachers of Hungerford and Tyendinaga are some distance from Belleville, I met them in the central part of each Township, and discussed the improved method of teaching reading, grammar, geography, arithmetic, both mental and written, object lessons and composition, taking up the time from 9 to 4. The Institute and these meetings have done an immense amount of good, and through them we have been able to have the subjects taught in our Schools as they should be. We meet the third Saturday in every month. I am sorry to add that some Teachers do not attend regularly and a few seldom attend at all, and these are not doing their work well. I wish the law was the same as in towns, that they could be compelled to attend. I have dwelt at some length upon the importance of encouraging right methods of teaching in our Schools and in our Institute, as it is believed that though we may have good School-houses and well furnished, it is thoroughly essential that we should have good live energetic Teachers and as we have only a few Normal Teachers and only 11 Teachers with Provincial Certificates it was very necessary that the young and inexperienced should be instructed in right modes of teaching and conducting a School, for, as the Teacher so is the School. Notwithstanding all that has been done, many yet fail in teaching their Schools as they should, probably more from lack of energy than from not knowing the right way.

On the whole the Schools of South Hastings have improved much as regards thoroughness and proper modes of teaching, and the great majority of our Teachers are trying hard to do their work thoroughly and efficiently. It is gratifying to me to be able to report the steady progress they have been making during the past $2\frac{1}{2}$ years. I have done everything possible to help Teachers and to raise our Schools to what they should be, and to induce the Trustees and people to carry out the Law and Regulations.

The Limit Table was thoroughly enforced from the first and the Schools classified according to it during my first visit in 1871.

COUNTY OF DURHAM.

John J. Tilley, Esq.—Much was done the past year in providing better School accommodation and in supplying Schools. Thirteen Sections built School-houses, twenty-two increased their play-grounds to the required size, twelve libraries were purchased, and the stock of maps and other School requisites was largely increased. Since the introduction of the School Law of 1871, twenty-five School-houses have been built in this county, forty-five Sections have enlarged their play-grounds, and twenty-two School libraries have been provided. That has all been done without the use of compulsion in a single case. The opposition that was raised against the law and regulations of 1871 has subsided to a great extent. That which seemed arbitrary and severe then, is now, when properly understood, regarded as wise and necessary. I have heard many express themselves in this way: When Schools are established, supported and conducted upon one uniform plan, their standing and efficiency should be similar under equal circumstances. If the system upon which our Schools are established, and by which they are worked, is capable of producing *one* good School, it can make *all* good under similar circumstances. And if all such are not good, it can be caused only by a different employment of the means at hand in different Sections. In visiting a number of Schools one cannot but be struck with the great inequality existing, often in contiguous Sections of equal advantages. The advanced class in one School will often be found capable of teaching the School in the adjoining Section. This disparity is caused by a difference in the administration. The Trustees of the one Section will not pay *less* than a certain salary, knowing that a good Teacher cannot be obtained for less. The Trustees of the other will not pay *more*. The former, knowing that a poor Teacher is but a waste of money, and of the most precious time in the life of a

child, will employ the best Teacher that can be obtained. The latter try to justify the hiring of an inferior Teacher with the excuse that their's "is only a poor School." A School will never rise above the status of its teacher, and to employ a poor Teacher for a poor School is an effectual means of always having a poor School for the poor Teacher. To the credit of Trustees and people it must be said, however, that in most cases the really good Teacher is appreciated and sought after.

If education is a public and not a private matter, if it is a something which the State can do better for the individual than he can do if left to himself, and since it is conceded that the wealth of a country should provide a free education for all, then by every principle of right and justice the taxation for its support should be uniform, and the general administration should also be uniform. This can never be done while the country is divided up into nearly five thousand Sections, each possessing distinct taxing and administrative powers. One of the most serious drawbacks to progress is the constant change of Teachers. Schools never rise to excellence when Teachers are frequently changed. Every year we receive a large influx of young and inexperienced Teachers; and we often find Schools that had been well organized, and classified according to the programme under one Teacher, thrown into utter confusion by his untrained successor. The whole work of re-arranging, filling up of classes, and in many cases of "turning back," has to be done over again. Many young Teachers commence in January, and scarcely know there is such a thing as a programme to be followed, until their Schools are examined, and irregularities pointed out. This could be remedied by requiring a knowledge of the programme from candidates for Third Class certificates. A large majority of our Teachers hold Third Class certificates under the new Act, but many of them are working up well. Two classes have been formed to assist those who are studying for higher certificates. These classes meet on alternate Saturdays in two convenient places. Twenty-five Teachers attend—some go ten miles to be present. These classes are taught by Mr. W. E. Tilley, Mathematical Master of the Port Hope High-school. At the examination in December last, six Second Class certificates were given by our Board, while only five had been given in the two and a half years previous, a good evidence that the Teachers are going forward. There are two Teachers' Associations in the County, in which the Teachers take a lively interest, and from which much benefit is derived.

Dr. Sangster conducted a very successful Teachers' Institute in Port Hope, Oct. 17th and 18th. About ninety per cent. of all the teachers in the County attended. The valuable hints given upon School organization, and the teaching of arithmetic, grammar, object lessons, and composition, will not soon be forgotten by those in attendance. I can see much improvement since 1871 in the general standing of those Schools that have not suffered from change of teachers. The pupils are better classified, more system has been introduced, and the programme is more generally carried out and more thoroughly taught. When the Schools were organized according to the new programme, there were but thirteen Schools that had a fifth or sixth class, now there are thirty-two at some time during the year. Object lessons and composition are taught in nearly every School. Grammar and composition in the lower classes are taught together by blackboard and slate exercises, so that the child, while learning the principles of language, learns also to apply them correctly in the written expression of his own thoughts. During the past year, and especially during the latter part, an effort has been made to break up the ground anew in the teaching of arithmetic. Teachers have been in the habit of teaching this subject too much by prescribed rules—too much by imitation, too little by reasoning, and the Inspector must plead guilty of having fallen into the same error, in examining. The papers issued by the Central Board for the examination of Teachers and for admission to High Schools, have done much to cause the subject to be taught in a manner to develop independent thought by the pupil. At my second half-yearly visits I examined all the higher classes in arithmetic, as candidates are examined for admission to High Schools. I cannot speak very highly of the results, but I am confident an improvement will be found at my next visit. The subjects of the programme are generally very well taught, especially reading and spelling, which are taught with much care. Tablet lessons are used in almost every School, and the pupils are taught to read at sight. A fluency is acquired in this way, which can be noticed up through all the classes that have been taught by this method. There is a wide-spread ambition among the Teachers to produce good readers in their Schools. The pupils catch the same spirit, and the results are highly satisfactory. Teachers almost invariably prepare the lessons and teach according to time-table. We have but few of that class

called "School-keepers." Our Teachers work hard, and endeavour to discharge their duties faithfully. They are generally industrious, intelligent, and progressive. It is a pity their position is not more permanent, and their remuneration not such as to induce them to remain in the profession. 101 Teachers are employed in this County, not including South Monaghan and Newcastle. For the six years ending December 31st, 1873, there were no less than 306 cases of change of Teachers. So that the average time for a School to have the same Teacher was only two years. To show further how unsettled the Teacher's position is, there were but three Sections that did not change their Teacher in the six years—numbers one and nine Darlington and number eight Manvers—let them be named with honour! Of the 101 Teachers employed in 1868, only seventeen are now teaching with us. Six teach in Port Hope, two in Bowmanville, and two have died. The remaining seventy-four have left the profession or removed from the County. These facts will give some idea of the difficulties under which our Schools labour. Teachers almost invariably complain of the irregularity of attendance. The law relating to compulsory attendance has scarcely any effect. Trustees are unwilling to act upon it. I often hear regret expressed that the *Journal of Education* is not received more regularly. I believe Postmasters often give it to parties who are not Trustees.

COUNTY OF VICTORIA EAST.

James H. Knight, Esq.—In submitting my Annual Reports for 1873, I beg to state the progress of the Schools in East Victoria has been on the whole satisfactory, although many improvements which I had hoped to see effected have not as yet been accomplished.

School Houses.—During the past year, five new School-houses have been erected; three in the Township of Emily, Sections 6, 11, and 15; one in Verulam, Section 5, and one in Somerville, Section 3, being in the Village of Kinmount, on the Bobcaygeon Road. Of these, two are of brick and three frame.

Steps have been taken for the erection of seven new School-houses this year; one in Ops, four in Verulam, and two in Somerville. Of these, I expect five will be of brick. In addition to these, the Trustees of S. S., No. 6, Anson, a union section, part in Peterborough and part in Victoria, have purchased a site in Victoria, and intend to build this year. The old School-house is in Peterborough. A new School-house is to be built in S. S. 7, Emily, but I am afraid will not be built till next year. The site selected being well adapted for the purpose, I recommended the construction of a basement for heating and stowing fuel. The suggestion was well received, and I hope it will be carried out. If this method of heating School-houses could be introduced, I have no doubt it would prove very satisfactory.

Sites.—New sites of not less than half an acre have been purchased, or the old sites have been enlarged in Sections 2 and 11, Ops; 4, 6, 7, 11 and 15, Emily; 2, 4, and 5, Verulam; 3 and Union 1, Somerville.

Fences, Wells, and Outbuildings.—At first I met with a great deal of opposition about the fencing of the School grounds, many Trustees and others not considering it necessary. I have preferred reasoning the matter to using pressure, and I am in hopes that in the course of a year or two all, or nearly all of the sites will be properly fenced. Several Trustees have promised to have it done this year. A few wells were sunk last year, and others are to be dug this year. Some of the Schools have not the necessary outbuildings. Attention is being called to this matter.

Desks and Seats.—A few of the School-houses are supplied with desks and seats of the most approved pattern, others are constructed for two scholars each, but are not convenient; a few have still the old-fashioned, long, inconvenient desks, and seats without backs. All the new School-houses are being supplied with convenient desks and seats, and some of the others are being changed.

Blackboards, Maps, and Apparatus.—Most of the blackboards are too small. I think the fault lies with the teachers. Very few of them understood the use of the blackboard, or they would not go on month after month with such miserable, small, worn affairs, as many of them are; some placed so low that the bottom is useless, others so high that scholars cannot reach them. In very few of the new School-houses can I induce the Trustees to provide more than one-third of the necessary quantity. Trustees generally plead ignorance when I call their attention to a blackboard being too small, or wanting a coat of paint; they never

heard the Teacher speak about it. The inference is, that if there were what was never so good, it would not be taken advantage of. Most of the Schools have the necessary maps. A few have Tablet Lessons, but most of the Schools require these, and a Globe and Calculator.

Teaching.—In the Township of Ops, most of the Schools are making great advance. I attribute this to the good School-houses, all but two being of brick, and well finished; the desire of the Trustees to obtain the services of well qualified and experienced Teachers, and the Competitive Examination which is held annually. In the Township of Emily, very few of the Schools are in an efficient state. I attribute this, to a great extent, to the low standard of admission to the Omemeë High School. Scholars have been admitted who should have attended the Public Schools, at least another year, and thereby pupils, Teachers, and Trustees have been deceived and led to think that scholars were better qualified than they actually were. A low standard necessarily produces inferior results. Should the uniform examinations be compulsory, I have no doubt the results will be apparent. In Verulam and Townships, to the north, with a few exceptions, the populations are scattered and poor. Some of the Schools are doing good work, though not many of the scholars are far advanced. The improved accommodation lately obtained, or being procured, will have its effects.

Teachers.—There has been very little difficulty in obtaining legally qualified teachers during the last year, except in one or two sections, where the accommodation for board was not good. Several Trustees who would have engaged a second-class teacher have had to take a third-class. This is, probably, the reason why the salaries have not increased. Most of the teachers have third-class certificates, and their capacity to teach is scarcely equal to their ability to pass an examination. Of those whose certificates expire this year, I do not expect many will obtain higher. In a few cases, it may be desirable not to renew them.

Attendance of Scholars.—The attendance of scholars is still irregular in many places, and is likely to continue so in rural districts, as long as the labour of children continues to be so valuable to parents. In many Schools, only the younger scholars attend in the summer. The compulsory provisions have not been put in force at present.

Classification.—In all the efficient Schools the Programme is strictly carried out, and the progress of the scholars is in accordance with it. Where it is not so, I think the teachers to blame. In a few cases, those pupils who were promoted too soon have not overtaken their work, and there is still a disposition on the part of teachers to push scholars into higher classes than they are fit for, in order to please parents and to gain credit to themselves. Several Schools have no fourth class, and some have no third class. Where the fourth class is the highest, I recommend that all the additional subjects, such as English and Canadian History, Natural History, and Chemistry, be not studied at once, but introduced according to the capacity of the pupils; provided, that no scholars be promoted from the fourth to the fifth class until they are familiar with all the subjects required.

Registers.—Most of the Schools are now provided with General Registers, in which the names of the scholars are arranged in classes, with the date of admission to the class. It is intended to make calculations as to the average time the scholars remain in each class. In many of the Schools the Attendance Register is kept in a very slovenly and imperfect manner. This is often the cause of delay in making up the half-yearly and yearly reports.

Written Exercises.—Wherever the system of examinations in writing has been adopted it has been attended with good results. These exercises are adopted, more or less, in nearly all the Schools, but not to the extent to which they might be. The slate should be used at first, but as soon as scholars are sufficiently advanced the exercises should be written on paper. It is difficult to get scholars to bring paper. Trustees are often unwilling to provide it, and many teachers have not sufficient interest in their work to spend their time in examining the exercises out of school hours.

Public Exercises.—Very few of the Schools have more than two public examinations in each year. I think it better at present to have two well attended than to have four with very few visitors. In country places the state of the roads and the business of the parents have to be consulted in selecting the time. The frequency of examinations is calculated to injure the attendance, because pupils who have not attended regularly will remain at home until an examination is over, in order not to appear to disadvantage before visitors. In some Schools there is no reason why four examinations should not be held.

Composition.—Very little progress has been made in the Schools with composition. A great many do not teach it at all. Others begin with Essays, which is a waste of time. The

questions in the High School Entrance examinations have presumed that the scholars were far advanced in Composition.

Singing.—The Theory of Music is seldom taught ; where there is singing it is usually learnt by ear.

Annual Reports.—A large number of these come to hand very imperfect, and have to be returned. Very few trustees or auditors understand balancing the accounts. Frequently the Treasurer advances a small sum himself when he has no funds of the Board on hand, and then makes his payments exceed his receipts. I think the number of things to be reported might be reduced. The debts of the trustees might be given in one sum. One column should be enough for history and one for geography. The columns for teacher's salary with board might be dispensed with.

Lectures.—I have not given many public lectures, excepting at the close of public and private examinations. I have, as often as possible, attended Public School meetings ; and when occasion served, endeavoured to make suggestions or explain matters that appeared to be misunderstood. I intend to give several lectures this year.

COUNTY OF ONTARIO.

James McBrien, Esq.—I beg to report that nine new School-houses have been erected, and three re-seated, during the year ; and that 11 are in course of construction. Twelve School sites have been enlarged and enclosed. In this County there are 111 rural School houses ; 65 frame, 20 brick, 15 log, and 1 stone. These furnish ample School accommodation, according to law, for 8,300 pupils. As there are 11,665 children of School age in the County, there are 3,000 without the pure air, essential to physical health and mental activity. This is a great and deplorable evil which is sending many of our children to a premature grave. I feel thankful that the little ones are no longer defenceless. I have 124 certified Teachers under my jurisdiction. Of these, 6 hold first and 19 Second Class Provincial Certificates ; 16 first, 1 Second, Old Co. Board ; 64 Third Class New Co. Board. Putting the 12 Second Class, Old Co. Board on a par with the Third Class New Co. Board, there are 76 Third Class Teachers, that is, 60 per cent. of the whole, or three in five. With so many Third Class Teachers, it is impossible to elevate our Schools to a high state of perfection, for the stream cannot rise above its fountain. I am often told that a Third Class Teacher may possess greater aptitude to teach than a First or a Second Class Teacher. True, but he cannot communicate what he does not possess. Furthermore, as his attainments are very limited, he cannot render his School continually progressive. Hence his proceedings must resemble a horse in a bark mill, round and round in the same old beaten track. Untrained themselves in the science and art of teaching, how can they train others in relation to the great end of education. To strengthen and invigorate harmoniously the faculties of the immortal mind—the image of God—is not a work of mere chance, but depends upon certain laws and principles, as certain in their operations and as infallible in their results as those by which the earth is made to yield her invaluable fruits instead of briars and thorns. Without the knowledge of these laws and principles, without the knowledge how to apply them to each individual, their most earnest efforts must result in failure, as all empiricism does.

There are 11,665 children between the ages of five and sixteen in this County. Of these, 10,553 were entered on the General Register during the year. Allowing four per cent. of the whole School population to be attending the High Schools and private institutions, it appears there are 676 children not attending any School. To this number may be added, with truth, 1,123 who attended less than 20 days, and 2,136 who attended less than 50 days, making 3,935, or 34 per cent. of the whole population, who are not educating for the duties of after life. This is, indeed, a fearful revelation, when we know that ignorance and vice are blood relations. By similar calculation, I find that about 25 per cent. of the 11,665 children are regular attenders : hence 75 per cent. are receiving only the shreds and patches of an education. Irregularity of attendance is a thief and a robber, plundering our children of their most precious birth right, a moral and intellectual education.

Frequent change of Teachers is another great barrier to the progress of education. Fifty Schools changed Teachers at the beginning of the year, and ten during the year. Although A succeeding B is superior, the School suffers a loss of, at least, three months instruction : hence the County lost 15 years of the teaching of one man. These changes arise from two

causes, low salaries and the want of a Teacher's residence in connexion with the School.¹ This is driving many out of the profession. The desire of Trustees, in some cases, to obtain what they are pleased to call "cheap Teachers," is a great obstacle in the way of improvement. This means in practice to pay 300 or 350 dollars for 50 dollars worth of instruction, minus 50 per cent. to be unlearned. Surely they pay too dear for their "whistle." Salaries are advancing. The demand for Provincial Teachers is greater than the supply. A brighter day is dawning; and it is the fault of the Teachers if they do not brighten it into a splendid noon.

COUNTY OF YORK, NORTH.

David Fotheringham, Esq.—It is gratifying to be able to report large improvements in accommodation, salaries, attendance, and expenditure, together with increased efficiency in internal arrangements and work.

At the beginning of the year, forty-one houses were adequate, at the end, fifty-five were, leaving only twenty defective against thirty-three in '72. In the latter year there were seventeen brick houses. There are now four new ones to add to that number. Six frame houses were also built, and four more enlarged. The accommodation (reported chiefly by Trustees) furnished by the houses in '72 was 6984. In 1873 it amounts to 9363—a very large increase even allowing for under estimates in '72.

Sixteen sites were enlarged in '73, leaving nine still defective. Fences and out-of-door accommodation have been considerably improved.

The assessed value of the Division is now \$7,063,936, increase, \$115,374. The expenditure for all School purposes, \$58,709; increase, \$13,317, or over twenty-nine per cent. The expenditure on buildings alone reached about \$20,000.

With an increase of two School Corporations there has been an increase of four Teachers, making eighty-nine employed at the end of the year, and furnishing one for every ninety-two children of the ages five to sixteen, and one to every 115 of the ages five to twenty-one.

The number of Teachers holding Provincial Certificates, twenty, is the same for '72 and '73. The number holding Old County Board Certificates has fallen from forty-three to twenty-eight, while the number holding New County Board Certificates has risen from twenty-one to forty-one.

The average salary of male Teachers was, in 1873, \$380 87½, an increase of \$19 54½, or over five per cent. The average salary of female Teachers was \$257, an increase of \$13 75, nearly six per cent. The number of Teachers changed was forty-eight, increase, nine.

For the whole year the average attendance was 3,317, an improvement of six per cent. over that of '72, and equalling one-third of the entire School population.

The number of children examined on days of inspection was, at first visit, 3587; at second visit, 3,065, an increase of over ten per cent. above the corresponding numbers for '72. The entire School population (5-16) is 8,201, and from five to twenty-one about 10,239, a slight falling off. Of this latter number, 1,860, or eighteen per cent., entered no School; 850, or eight per cent., attended less than twenty days; 1,788, or seventeen and a half per cent., attended less than fifty days; 2,296, or twenty-two and a half per cent., attended under one hundred days; 1,744, or seventeen per cent., less than one hundred and fifty days; 1,370, or thirteen and a half per cent., less than two hundred days, and 322, or three per cent., attended over two hundred days.

Adding the first three classes together, we have four thousand five hundred and seven, or forty-four per cent. of the School population taking, strictly speaking, no advantage of their educational opportunities. Last year this class was forty-eight per cent. Four thousand and forty, or nearly forty per cent. attended School about half-time; and one thousand six hundred and ninety-two, or sixteen and a half per cent. attended nearly full time.

While these figures are sufficiently unsatisfactory as regards universal and thorough education throughout this Division, there is an element of encouragement in the fact that there is decided improvement over the corresponding calculations of 1872. There is also another extenuating consideration—the population is scattered over a territory double the size of the southern division of the County, in which there are more Schools and more Teachers employed, so that many are unable, from distances, to attend regularly, if at all. This evil is being reduced since the Act of 1871, four new Sections have been formed, and the formation of several more out of existing Sections is being agitated; but while scores and even hundreds

have from two to four miles to travel to School, attendance must be irregular, and Education defective.

In sixty eight, as against sixty in 1872, the exercises of the Schools are opened and closed by scripture lesson and prayer, and in twenty per cent. more than in 1872, the commandments are taught.

Since the liberal outlay on maps, &c., in 1872, little has been done. An average of \$8 per School has been expended on such helps.

Nothing has been done in the matter of Public School Libraries. Feeling that Trustees generally were exerting themselves most creditably to meet other and more pressing requirements, their attention has not hitherto been directed to this very important element in the means of education. It is hoped, however, that very soon they will feel able and willing to do liberally in this matter.

In the tables appended, the standing of the Schools as well as other details, are indicated, as well as the facts, to which more special attention has been called.

It is one of the most discouraging features in an Inspector's life, that Teachers are being constantly changed. The same dreary monotonous work of suggesting by examination, hints, &c., has to be repeated visit after visit ; no progress is made, and even good Teachers have no chance. Consequently, some good Teachers have poor reports.

Another serious evil is to be found in the employment of inexperienced Teachers, untrained and unqualified, except in the simple book-knowledge which enables them to answer fifty or a higher per cent. of Third Class papers. A man will not put his watch into the hands of an apprentice for repairs, especially if it is valuable ; but more than half of our Schools are entrusted to mere apprentices, mostly ignorant of the principles of Education, and the management and organization of Schools and children.

To meet and remove in part this serious evil, I attempted to have a Professional Library formed, in which, however, I failed. Next in benefit to such a library, was thought to be the possession of some good author on Teaching by each Teacher, and to such a suggestion, made by circular, many have promptly responded.

To arouse more interest in Education, a series of Township meetings were called during the autumn by small bills sent for distribution to each School. These meetings elicited considerable discussion, and introduced the consideration of important principles connected with the administration of the law, and they seemed a desirable substitute for the lectures in each Section, which lack of time and pressure of other duties rendered impracticable in 1873.

The classification of pupils and the programme of studies have been more thoroughly carried out than in any previous year, and were it not for the introduction of so many new Teachers, and the irregular attendance of pupils, little would remain to be done beyond legitimate grounding and promotion.

TABLE.—SCHOOL PROPERTY.

MUNICIPALITIES.	HOUSES.							SITES.							EXPENDITURE.		VALUE.	
	Adequate 1871.	Adequate 1872.	Adequate 1873.	Inadequate.	Brick.	Frame.	Log.	Adequate, 1871.	Adequate, 1872.	Adequate, 1873.	Inadequate	Free.	Leased.	Enclosed.	Total.	School Property.	Assessed Property.	
																		\$
Georgina .....	...	2	3	...	...	5	...	744	1	3	1	...	5	...	3	5	\$ 7781	\$ 407,447
N. Gwillimbury	4	...	1	2	...	6	1	669	...	4	3	...	3	4	4	7	6035	504,925
E. Gwillimbury	7	3	2	1	2	11	...	1460	6	3	3	1	5	8	13	13	14175	945,985
Whitchurch	6	1	2	6	4	10	1	1527	8	2	3	2	10	5	11	15	14824	1,537,148
Vaughan	6	1	3	2	7	5	...	1378	6	4	2	...	10	2	12	12	24901	1,281,937
King	7	2	2	8	7	13	...	2345	8	3	3	6	14	6	19	20	24735	1,760,524
Hd. Landing .....	...	1	...	...	...	1	...	243	...	1	...	...	1	...	1	1	2700	95,000
Newmarket	1	...	...	1	...	1	...	542	1	...	...	...	1	...	1	1	3200	370,000
Aurora .....	...	...	1	...	1	...	...	450	1	...	1	...	1	...	1	1	6500	160,970
	31	10	14	20	21	52	2	9358	31	20	16	9	50	25	65	75	104851	7,063,936

COUNTY OF YORK, SOUTH.

James Hodgson, Esq.—I have the honour to present to you this my Third Annual Report, from which, together with my Annual Special Report of the condition of each Public School in South York, herewith forwarded, it may be seen that, upon the whole, satisfactory progress has been made in educational advancement during the past year. This progress will at once be evident from a comparison of the standing of the Schools, as found in my minutes of inspection made at each visit, when numbers were given to indicate the standing of each pupil in the different branches of study, with the status of each School at the close of the preceding year.

Standing of the Schools.—In 1872, the status of the various Schools, as given in my Second Annual Report, was as follows :—

15	Schools of the highest grade, No. 1, A.,	very good.
27	“ “ second “ No. 1,	good.
22	“ “ third “ No. 2,	fair.
12	“ “ fourth “ No. 3,	middling.
2	“ “ fifth “ No. 4,	very poor.
2	R. C. separate Schools, third grade, No. 2.	
2	R. C. “ “ fourth “ No. 3.	
1	R. C. “ “ fifth “ No. 4.	

In 1873, the standing of the Schools was as follows :—

24	Schools in the highest grade, No. 1, A.	
30	“ “ second “ No. 1.	
20	“ “ third “ No. 2.	
2	“ “ fourth “ No. 3.	
3	R. C. separate Schools, second grade, No. 1.	
2	R. C. “ “ third and fourth grade, No. 2 and 3.	

From the foregoing data, it will be seen, that there has been good progress made in the standing of the Schools; nine Schools having advanced into the Class, No. 1, A, and several others from a *lower* to a *higher* grade. Candor, however, requires it to be stated, that in some instances, on account of a change of Teachers, some Schools have retrograded during the year. An experienced and efficient Teacher was succeeded by one without experience, and comparatively untried, and the result, as is generally the case, was prejudicial to the character and interest of the Schools.

Cheap Teachers, as a rule, don't pay, and it is to be hoped that Trustees will learn wisdom from experience.

School Accommodation.

York.—During the past year, *four* new S. Sections commenced operations, and *four* brick School-houses were erected, and *one* frame one. In the present year, two or three more will be built, and when these are completed, and two others enlarged, the accommodation will be adequate and ample.

Scarborough.—All the School-houses in this Township, except one, (and that is passable,) are highly creditable to the public spirit of the rate-payers, and one new School-house was finished and occupied during the year. The School accommodation is ample.

Markham.—In this Township there are a number of excellent School-houses. Several new ones are in contemplation, where the accommodation is inadequate, and Markham will, no doubt, soon be among the *first* in this respect, as well as in her agricultural status.

Etobicoke.—The School-houses in this Township are, with the exception of *two*, far below those of the sister townships. The erection of new ones has been delayed on account of the difficulty of readjusting some of the S. Sections. *One* new Section was formed by the Township Council during the past year, and the Trustees, with commendable promptness, at once rented a School-house, and put their School into operation, intending to build as soon as the

season will admit. Four other new School-houses will probably be erected during the current year.

Vaughan.—In that portion of the Township of Vaughan, under my jurisdiction, one School-house has been enlarged, and in the other Sections, save one, the School-houses are excellent.

Average Attendance.—The Township of Markham stands first in its average attendance, reaching in the first half of 1873, the number of 1160; York, 1006; Scarborough, 608, and Etobicoke, 302.

The amount of the Government Grant, per pupil was, in Markham, \$90862, or $90\frac{862}{1000}$ cents; in York, $\$1.14\frac{71}{100}$; in Scarborough, $\$1.02\frac{4}{5}$; and in Etobicoke, \$1.28. It seems to me hardly fair that the *least* deserving should get the *highest* rate from the Government Grant!

The daily average attendance in Markham was about 50 per cent. of the pupils of School age; in York, 40 per cent.; in Scarborough, 45 per cent.; and in Etobicoke, 35 per cent. It will be easily seen from the above data, that the average attendance in the Townships is very satisfactory, except, perhaps, in Etobicoke. An average of from 40 to 50 per cent. of all the children of School age, in an agricultural district, is certainly a good average; and from 38 to 45 per cent. in the second half year, embracing the months of harvest, is quite encouraging, evidently showing, that a "truant officer" in South York is not necessary. Unreasonable irregularity is best and most wisely prevented by the securing of an *efficient* teacher, and *good* accommodation. If these are provided, irregularity will soon be reduced to a reasonable minimum.

Assistant Teachers.—In my last report, it was stated that there were fourteen Schools in South York with a daily average for the year, of from fifty to seventy pupils, with only one teacher for each School. At the present time, eight have an assistant employed during the winter months. This will give to the master of such Schools ample time to devote to the senior pupils, a desideratum very much needed in all large Schools, the good effect of which, will, I am confident, ultimately secure the cordial approbation of many of the Boards of Trustees, and in many instances, cause an assistant to be permanently employed.

Change of Teachers.—This great drawback to the efficiency of many Schools is not so serious in South York as in many other districts. During the past year, twenty changes took place, anent forty-eight changes in North York. It is to be hoped that fewer will be made during the current year, remedying to some extent, this crying evil, by the adoption of a more liberal remuneration to efficient and successful Teachers, where the circumstances of a S. Section will justify Trustees in so doing.

COUNTY OF HALTON.

Robert Little, Esq.—1. The total value of property assessed for Public School purposes during 1873 exceeded that of 1872 by \$284,372, the whole being \$5,954,902, distributed as follows:—Nelson, \$1,330,748; Trafalgar, \$1,668,230; Esquesing, \$1,548,736; Nassagaweya, \$630,483; Georgetown, \$194,000; Oakville, \$348,950; Milton, \$233,755.

The total value of School property in the county is \$83,053, being the one-seventy-first part of the whole assessed property above stated, and averaging \$1,432 for each civic and rural Section. The total receipts from all sources amounted to \$54,748 (increase, \$5,719). The total expenditure amounted to \$50,707 (increase, \$7,931), and was disbursed as follows:—Invested in the purchase of School sites and in building School-houses, \$18,564 (increase, \$5,412); Teachers' salaries, \$24,641; rent and repairs, \$3,391; maps, apparatus, libraries, and prizes, \$503. Collectors' fees, fuel, and incidental expenses absorbed the balance.

2. The total number of Sections in which there are School-houses is 58—viz., three civic Sections (Georgetown, Milton, and Oakville) and fifty-five rural Sections. At the close of 1873, the sites in 51 of the rural Sections were adequate, and four remained to be enlarged. In Nelson, six sites are one acre in extent, six half an acre, and one is unenlarged. In Trafalgar, there are four sites of an acre in extent, eleven of half an acre, and two are unenlarged. In Esquesing, one site contains an acre and three-fourths, four are an acre each, ten half an acre, and one is unenlarged. In Nassagaweya, three sites are one acre in extent and six half an acre. In all there are 18 sites of at least an acre in extent, and 33 of half an

acre. In 44 out of the 55 rural Sections the grounds are enclosed (increase, 20), and in the same number of Sections wells are provided. In 51 Sections out-buildings are erected, leaving one in each Township still unsupplied with external conveniences for the pupils.

3. The whole number of School-houses, including buildings temporarily used as such, is 62. Of these, five are of concrete, 22 brick, 12 stone, and 23 frame.

Since the passing of the School Act of 1871, 15 new School-houses have been erected—viz., five in Nelson, five in Esquensing, four in Trafalgar, and one in Nassagaweya. Two also have been enlarged—viz., in Milton and in Acton.

During 1873, four new School-houses were erected—one in No. 8 Nelson for two departments; one in No. 6 Esquensing, for two departments; one in No. 11 Esquensing, also for two departments; and one in No. 2 Esquensing, with one department. The Milton School-house was also enlarged for two additional departments.

Fourteen Boards of Trustees have guaranteed to provide adequate School accommodation during the current year—viz., No. 11, Nelson; Nos. 2, 4, 6, and 17, Trafalgar; Nos. 1, 4, 5, 7, 8, and 9, Esquensing; and Nos. 1, 2, and 5, Nassagaweya.

4. The School population (counting only children between the ages of five and sixteen years) was, on the 31st December, 1873, 5,896. In Milton, 220; in Georgetown, 350; in Oakville, 475; in Nassagaweya, 831; in Trafalgar, 1,232; in Nelson, 1,138; in Esquensing, 1,650.

The total number of pupils of all ages enrolled during the year was 6,357. Of these 5,998 were between the ages of five and sixteen years. The number of children between seven and twelve not attending any school, 186, being an increase of seven.

According to the Trustees' Reports, there is in-door School accommodation adequate for 4,740 pupils. Estimating the School population at 7,282 as follows: 186 between seven and twelve who attended no School last year; 5,896 (enrolled) between five and sixteen, and 1,200 (estimate) between sixteen and twenty-one, it appears that 2,500 are still unprovided with space or air—*i. e.*, nearly 1 in 3.

5. The attendance of the 6,357 pupils entered on the registers during 1873 was as follows:—Less than twenty days, 656; between twenty and fifty days, 1,276; between fifty and one hundred days, 1,841; between one hundred and one hundred and fifty days, 1,395; between one hundred and fifty and two hundred days, 1,041; and between two hundred days and the whole year, 148.

Avoiding fractions, this deplorably irregular attendance may thus be recorded: Of every 100 pupils enrolled last year, 30 attended less than 50 days, 29 less than 100 days, 22 less than 150 days, 16 less than 200 days, and only three attended all the year round. It takes on an average two Sections to give five pupils that attend all the year. In 26 Sections not a single pupil attended the whole year; in eight others only one pupil in each so attended, and the average for the remaining 24 is only six regular attendants for each. Comparing the daily average for the year (2,509) with the number enrolled, it will be seen that it takes the attendance of rather more than five to make the full attendance of two, or what amounts to the same thing, each child enrolled attends school (on an average) not quite $2\frac{1}{2}$ days per week. During my first round of visits I found 4,930 pupils enrolled. This gives an average of 85 for each civic and rural Section. The actual number present, 2,811, gives an average presence of only 48. During my second tour, I found the number enrolled had increased to 5,919, or, on an average, 102 for each school, whilst the number present, 2,049, gives an average of only 41 for each school. In other words, we may expect to find 44 per cent. of the enrolled pupils absent on any day during the first half-year, and 60 per cent. absent on any day the second half-year. Taking these facts together, it may be safely affirmed that as matters stand at present the education of 59 out of every 100 pupils enrolled will be nearly, if not quite, valueless; 22 out of every 100 may be expected to get a smattering of the rudiments of instruction; and only 19 are likely to be thoroughly educated. Two of the most formidable barriers to the progress of education in this County are, irregular attendance and absenteeism.

6. The daily average attendance in each Municipality may be thus shown:—

	Nassagaweya.	Nelson.	Trafalgar.	Esquensing.	Oakville.	Milton.	Georgetown.
First half-year...	348.46	559.25	586.42	786.77	185.65	180.62	169.02
Second half-year	295.15	438.16	442.86	694.05	173.15	136.08	123.77

Total, first half-year, 2,816.19. Total, second half-year, 2,303.22.

7. The average number of pupils present in each School on days of inspection was as follows :—

	Nassagaweya.	Nelson.	Trafalgar.	Esquensing.	Oakville.	Milton.	Georgetown.
First visit ...	38.33	46.54	34.50	49.37	202	132	186
Second visit ...	32.77	42.63	27.12	44.37	190	144	140

First Visit.—Total enrolled, 4,930 ; total present, 2,811.

Second Visit.—Total enrolled, 5,919 ; total present, 2,409.

8. Marking pupils in Part I. of First Reading Book (a) ; those in Part II. (b) ; and those in the Second Book, (c) ; the number of pupils enrolled, the number present, and the average age of the pupils in the different Classes may be thus tabled :—

First Visit.

	(a)	(b)	(c)	II. Class.	III. Class.	IV. Class.	V. Class.
Enrolled	643	583	983	1114	840	699	68
Present	411	387	628	585	442	311	47
Avr. age in yrs.	6.36	7.55	9.11	10.83	12.13	13.59	15.10

Second Visit.

	(a)	(b)	(c)	II. Class.	III. Class.	IV. Class.	V. Class.
Enrolled	1109	683	1157	1400	876	640	54
Present.....	487	361	574	530	283	154	20
Avr. age in yrs.	6.57	7.68	8.82	10.91	12.11	14.30	14.18

9. The number of pupils in each Class may be stated as follows, in accordance with the Trustees' Reports :—

	I. Class.	II. Class.	III. Class.	IV. Class.	V. Class.
	3007	1542	1017	735	56
Percentage in each Class (avoiding fractions).....	47	24	16	12	1

The percentage of pupils enrolled in each Class, taken in connection with average age of the pupils, points to what I regard as a third barrier to the progress of Education, viz., the early withdrawal of children from School.

10. The following Table, in which only the subjects required by the first five Classes are named, shows how far we are yet behind the prescribed programme :—

	Subjects of Study.	No. for whom prescribed.	No. engaged in study.	Increase over 1872.	No. not complying with Prog.
1.	Reading	6357	6357		
2.	Spelling	"	5598		759
3.	Writing	"	5338	831	1019
4.	Arithmetic	"	5251	244	1106
5.	Geography.....	"	4263	—	2094
6.	Linear Drawing.....	"	2291	1699	4066
7.	Vocal Music.....	"	886	605	5471
8.	Object Lessons	5566	1673	1053	3893
8a.	Grammar	3350	3007	—	343
9.	Composition	"	2774	422	576
10.	Chem. and Botany.....	735	505	326	230
11.	Can. and Eng. Hist.....	791	643	—	148
12.	Natural Hist.....	735	377	306	358
13.	Chr. Morals.....	"	533	—	202
12a.	Hum. Phys.....	56	89		33
13a.	Civil Gov.....	"	0		56
14.	Nat. Phil.....	"	73		17
15.	Algebra.....	"	82		26
16.	Geometry.....	"	38		18
16a.	Dom. Econ.....	"	35		—
17.	Mensuration.....	"	72		16
18.	Book-keeping.....	"	107		41

Although the above Table shows that considerable progress has been made towards carrying out the Programme, it also shows that much remains to be done. I regret to have to record that there are 2,000 children not engaged in the study of Geography, or two-thirds of all the pupils enrolled in the I. Class. This needs not be, when all that is visible on the map—the distribution of land and water, the direction of the mountain ranges, the courses of the rivers, the relative positions of the countries and their chief cities; also the peculiarities of climate, the plants, the animals, the manners and customs of the inhabitants, and a host of other interesting points may be presented, by a wide-awake Teacher, to the minds of young children, so as to be understood and remembered.

11. During the year I visited every School in operation in the county twice, spending on an average four hours and twenty minutes at each visit in every department. I examined every Class, from the highest to the lowest, recording the standing not only of the Class, but of each pupil, from the II. Class upwards. I took specimens of "*Writing*" from the senior division of the I. Class for the first time, and from the II., III., IV. and V. Classes as during last year. The best specimens of "*Composition*" were entered in my "Book of Records," by pupils in the II., III., IV. and V. Classes. When possible I also obtained specimens of "*Drawing*," from pupils in the same Classes. The progress made in Linear Drawing during the year is highly satisfactory. The specimens obtained, in a good many instances gave evidence of industry and taste. Map drawing is practised in but few Schools, but I hope to get it more generally introduced during the present year.

As a rule, the Classes, except the 1st, were subjected to written examinations in all subjects but "*Reading*." In the following Tables I have applied the standard prescribed by the Department to "*Reading*," "*Writing*," and "*Composition*." In the other subjects named, I have given the percentage of correct answers. Subjects in which comparatively few Schools were examined, are omitted, as the record would not show the status of the County as a whole, in them:—

First Examination.

	II. Class.	III. Class.	IV. Class.	V. Class.
READING:				
No. of Classes examined.....	58	48	37	2
Standard.....	3	3	3	2½
WRITING:				
No. of Classes examined.....	59	58	42	5
Standard.....	3	3	3	3
COMPOSITION:				
No. of Classes examined.....	58	52	43	4
Standard.....	4	3¾	3	3
SPELLING:				
No. of Classes examined....	58	50	45	4
Percentage of words correctly spelled.....	51½	57¼	60¼	74½
ARITHMETIC:				
No. of Classes examined.....	41	31	36	6
Percentage of correct answers.....	28	32	43	36

Second Examination

	II. Class.	III. Class.	IV. Class.	V. Class.
READING:				
No. of Classes examined.....	56	35	21	3
Standard.....	3	2·7	2·6	2·6
WRITING:				
No. of Classes examined.....	57	42	27	3
Standard.....	3	2·8	2·5	2
COMPOSITION:				
No. of Classes examined.....	52	40	27	3
Standard.....	4·1	3·5	3·1	2·6
SPELLING:				
No. of Classes examined.....	57	43	28	2
Percentage of words correctly spelled.....	58½	61¼	64¼	70

II. Class. III. Class. IV. Class. V. Class.

ARITHMETIC :

No. of Classes examined.....	56	33	13	2
Percentage of correct answers.....	32	42½	17	45

GRAMMAR :

No. of Classes examined.....	12	16	14	2
Percentage of correct answers.....	54	48	52	55

GEOGRAPHY :

No. of Classes examined.....	14	6	4	—
Percentage of correct answers.....	30	26	39	—

The results for "Grammar" and "Geography" are obtained by combining the Classes examined at both visits.

12. In fifty-one Sections the Schools are opened and closed with prayer, and in forty-five the Ten Commandments are taught weekly. In two Schools, religious instruction is given by ministers. There are seventy-five Sabbath Schools, with a staff of 510 Teachers. The number of children in attendance upon Sabbath School instruction is 4,243, being an increase of 224 during the year. There are sixty-one Sabbath School Libraries, containing 11,965 volumes (increase, 649.)

13. The number of Public School Libraries is twenty-five (increase, one.) Number of volumes, 4,082 (increase, 125.) The number of volumes taken out during the year was 4,135. As I am strongly convinced, from many years' close observation of their influence, that Public School Libraries are productive of the most beneficial results, I deeply regret to record that there are yet thirty-three Sections without these potent aids to education. The whole number of maps used in the Schools, is 660, or nearly a dozen for each School. All the Schools are supplied with maps and black-boards. There are thirty-four Schools with globes; twenty-two with apparatus; eleven have clocks; twenty-six have object and tablet lessons; three have commenced museums, the best being at Bronte; and three have magic lanterns or other scientific amusements for the pupils.

COUNTY OF WENTWORTH.

Joseph H. Smith, Esq.—It is a very pleasing feature in connection with our Public Schools, to note the deep interest that is being manifested by Trustees and parents generally, in their constantly increasing prosperity. In furnishing "adequate accommodation," and in employing competent Teachers, the majority of Trustee Boards have shewn themselves alive to the best interests of the Schools under their charge. In 1871 when the School Improvement Act was first introduced, considerable opposition was shown towards it, but when the provisions of that Act were fully discussed, and their object and aim comprehended, the opposition gave way, and a strong feeling in favour of it set in. This favourable opinion has been greatly strengthened by the amendments made during the late Session of the Ontario Legislature. The consolidation of the various School Acts has greatly simplified the working of our School system.

New Programme.—The New Programme, so far as classifying the pupils according to their attainments is concerned, has been strictly carried out, although in a number of our Schools all the subjects prescribed are not taught. The reason for this is, that many of the Teachers who have charge of a School hold only a low grade of certificate, and do not understand these subjects sufficiently well to present them in a pleasing and intelligent manner. Another reason that may be assigned is, that many of the pupils only attend School during the winter season, and wish to devote that time more particularly to the subjects of Arithmetic, Grammar, Book-keeping, Penmanship, Reading, and in some instances to History and Geography. However, as the pupils advance and are promoted from the lower to the higher classes, the subjects of the New Programme are introduced, wherever practicable.

Adequate Accommodation.—In order that a correct idea may be formed of what has been done in regard to providing "adequate accommodation," let us briefly compare, or rather contrast, what was done in this matter in 1871 and 1873. In 1871, two new brick School-houses were built, one in S. S. No. 15, Ancaster, the other in S. S. No. 6, Beverley, and an addition, built of concrete, and containing two rooms, was made to the Waterdown Public

School. No. 6, Beverley has an acre of play-ground, and No. 15, Ancaster, half an acre. In 1873, eight new School-houses were built, and three enlarged; one of brick in each of the following sections, viz: Nos. 6 and 7, Ancaster, Nos. 1 and 3, Glanford, and No. 6 West Flamboro', and one of stone, in each of the following sections, viz: No. 7 East Flamboro', Union No. 3 East and West Flamboro', and No. 9 Saltfleet. The three enlarged were No. 6, Barton, Union No. 10 West Flamboro', and No. 4 Binbrook. In each of these Sections an acre of playground has been provided, with the exception of No. 6, Ancaster, and No. 4, Binbrook, in which only half an acre has been obtained. In 1871, the total amount expended for the purchase of sites and the erection of School-houses, was, according to the annual reports, \$3,589.01, while in 1873 no less than \$20,769.42, or nearly six times as much was expended for the same purpose. The total amount expended for all School purposes in 1871 was \$33,471.07, while in 1873 the amount thus spent reached the sum of \$56,499.02, or an increase of nearly seventy per cent.

The School-houses built in 1873 are not only large and commodious in size, but neat and elegant in design, and reflect great credit upon the taste and judgment of the Trustees and people in the various sections. The play-grounds in almost every instance have been neatly fenced and planted with shade trees. In many other Sections we were pleased to see new fences erected and shade trees planted. The people generally are entering heartily into this matter, and a generous rivalry has taken the place of opposition. We anticipate that in the course of a few years our School-houses and grounds will be models of neatness, and will thus exert a very decided influence for good upon the æsthetic education of the rising generation.

General Registers.—In each of our Public Schools a General Register has been introduced. A number of the Schools use the form obtained at the Education Department, while in others the following form is used, and so far has proved very satisfactory.

FIRST CLASS.

FIRST PART.

Name.	Age.	Date of Admission.	Date of Leaving.	Where Promoted.	23/2	12/10	Remarks.
					1873.	1873.	
1	2	3	4	5	6	7	8
John Brown.....	6 6	7/1 1873	6/9 1873	2nd part. 1st Class.	I.H.S.	I.H.S.	

In the above form the name of the class is written at the top of the page, and in the case of the 1st class, on the right is written whether, 1st junior, 2nd junior or senior part, as the case may be. In column No. 1 is written the name; in No. 2 the age, at each visit; in No. 3, the date of admission to the class; in No. 4, the date of leaving the class; in No. 5 the class to which the pupil is promoted; in Nos. 6 and 7, the initials of the Inspector, if the pupil is present at his examination, and the promotions made are satisfactory. If, however, the promotions are not satisfactory, the Inspector may make a memorandum to that effect in column No. 8, or refer to a certain place in the visitor's book for the necessary explanations, or for any remarks that he may choose to make. This form may be drawn in the visitor's book, allowing the first 8 or 10 pages for the class in the first part of the First Book, the second 8 or 10 pages to the class in the second part of First Book, the third 8 or 10 pages to the class in the Second Book, and so on with each class.

The above form is simple, comprehensive, and easily managed, and possesses the following advantages. It enables the Inspector or any visitor, First, to see the classification of the School, and the names of the pupils enrolled in each class; Second, to see how long the pupils remain in each class; Third, to call out those pupils that have been promoted, and examine them as to their fitness for promotion; Fourth, to make any suggestions in regard to any particular pupil, class, or subject; Fifth, to trace the history of each pupil's progress through the various classes in the School.

Salaries.—In regard to salaries there is something of an improvement, though not all that could be desired. In 1871, the average salary, without board, for Male Teachers was \$366.00; the Female Teachers, \$236.00. In 1873, the average salary, without board, for Male Teachers was \$390.00, for Female Teachers \$278.00.

Attendance.—The attendance is still very irregular. The number of pupils of all ages whose names were entered on the various School Registers of 1871 was, 7,759, with an average attendance of 3,096, or 39.9 per cent. of the number entered on the registers, while in 1873, the number was 7,752, with an average attendance of 2,958, or 38.1 per cent. This decrease may be partly accounted for by the prevalence of scarlet fever, whooping cough, and measles, so much so, in fact, that several Schools were closed for a short time, while in others the attendance was very small.

Methods of Teaching.—The methods of teaching pursued in many of our Schools are satisfactory, while in others they are very unsatisfactory. There is still too much merely hearing lessons, and too little real teaching, too much dependence upon text-books, and too little mental training. Teachers are too often content with simply doing the work of the text-book, without any effort being made to master the subjects. Text-books are valuable as aids, but should never take the place of the Teacher. There is, however, a marked improvement on this point, but much still remains to be done.

Journal of Education.—Quite a number of Schools report that the Journal of Education is not regularly received. In some instances postmasters have sent them to the Inspector, who has in every instance addressed and mailed them to the Secretary of the Board of Trustees of the Section to which they were originally sent.

COUNTY OF BRANT.

Michael J. Kelly, Esq., M.D.—Nothing of special significance, affecting the Schools, occurred during the year. Almost immediately after the midsummer holidays, we were fortunate enough to secure the services of Dr. Sangster, of Toronto, late Head Master of the Provincial Normal School, who, during two days, held an Institute in Brantford, at which most of the Teachers from this, and many from other surrounding counties, attended. This was in connection with our County Teachers' Convention which has been in existence for nearly two years, and is calculated to do much good, especially in the case of untrained and inexperienced Teachers. Perhaps in no other profession is there a greater tendency to inertness and inactivity than in that of elementary teaching, and from obvious causes. Teachers, more than the members of any other profession, spend isolated lives remote from the conflicts of opinion, and without the spur to ambition which continual rivalry supplies. The duties in a Rural School are necessarily somewhat of a routine character. The same lessons recur from day to day in nearly the same order. Hence the Teacher, unless he be a diligent student himself and have his heart in the work, is apt to lapse into that somnolent state so well described by Thomson in the "Castle of Indolence:"

"A pleasing land of drowsy-head it was,
Of dreams that wave before the half shut eye;
And of gay castles in the clouds that pass
Forever flashing round a summer sky."

When to this influence is added the too general apathy of parents, shown not only by the rare visits to the School during the hours of regular work, when a correct judgment of the teacher's merits can be best formed, but by their too frequent absences from their terminal examinations, the necessity for some healthy and invigorating stimulus becomes manifest.—Such a stimulus is supplied, in part at least, by Teachers' Institutes, where unskilled and immature Teachers are enabled to profit by the experience and culture of their more accomplished *confrères*. The interest a Teacher manifests in his profession, and his fitness for it may be almost accurately measured by his attendance at these Institutes. I am glad to be able to say that the majority of our Teachers have availed themselves of their advantages. A few, however, who have not the plea of remoteness to urge, have, I regret to state, been conspicuous by their absence. In the lectures which I have been able to deliver during the year, I have endeavoured to supplement, to some extent, these aids. I sought to impress upon those whom I addressed, the supreme importance of education, not elementary merely, but liberal;—not education in its restricted meaning, as commonly understood, but education in its widest sense, as comprehending everything necessary to the formation of perfect character, to satisfy the prayer of the old poet: "A sound mind in a sound body," to make good men and women, good citizens and loyal subjects. But in order to reach that enviable state, years of earnest labour are required. "Real knowledge," says Doctor Thomas Arnold, one of the most cele-

brated teachers of the past age, "like everything else of the highest value, is not to be obtained easily. It must be worked for, studied for, thought for,—and more than all, it must be prayed for. And that is education, which lays the foundation of such habits—and gives them, so far as a boy's early age will allow, their proper exercise." * * * "I call by the name of wisdom—knowledge, rich and varied, digested and combined, and pervaded through and through by the light of the Spirit of God." Time is what is wanted, but time is money, and money is the quest of the age.

In every School the question is asked: "What are the chief obstacles to the advancement of the School?" The usual answer is, and I believe long has been: "Irregularity of attendance"—sometimes—"Apathy of parents." The children are kept at home to work. This "keeping at home" is a fruitful source of mischief, and I would it were speedily eradicated. In order to remove this evil, if possible, most of the Schools are now furnished with a blank form of weekly report in which the parents can note the progress of their children. I have also recommended Teachers, in cases of repeated irregularity, to call upon the parents, where it is at all practicable, and ascertain the cause. This would, I think, be more effective, and certainly less offensive than the employment of truant officers as recommended by the School Law. It would, moreover, afford an excellent means of introducing the teacher to his patrons and creating an interest in his work. This, however, cannot be imposed upon the teacher as a duty; it must be a voluntary act, prompted by a zealous spirit, or dictated by intelligent policy. As the Teacher is, usually the School is. He who cannot create sympathy in favour of his work, on the part of both pupils and parents, has mistaken his calling. In the middle ages his scholars followed Peter Abelard into the solitudes. In like manner now, scholars will follow any man of ardent mind who loves learning and has excited in them strongly the desire to know. It affords me pleasure to report that many of the Teachers, and notably several of our young Teachers, recognize the spirit and requirements of the age, and their own duties and responsibilities connected therewith. Our Schools are steadily improving. The primary branches of learning are better taught now than formerly. A sensible improvement has taken place in the methods of teaching Reading, Spelling, and Writing. In Arithmetic, English Grammar, and Geography, there has also been satisfactory progress. The rote system is giving place to a more intellectual process. The understanding is appealed to more than the memory—the reason more than the imagination. In a few of the Schools, History Algebra, Geometry, indeed, nearly all the advanced subjects in the programme are well taught. This improvement is due to the Teachers who recognize, with Dr. Arnold, that "Education is a dynamical not a mechanical process, and the more powerful and vigorous the mind of the Teacher, the more clearly and readily he can grasp things, the better fitted he is to cultivate the mind of another"—"And to this," says the accomplished teacher and historian, "I find myself coming and more;" "I care less and less for information, more and more for the true exercise of the mind; for answering questions concisely and comprehensively, for showing a command of language, a delicacy of taste, and a comprehensiveness of thought, and a power of combination."

Complaints are sometimes made by Teachers and others that the official programme of studies is too extensive for Public Schools; but I believe a rigid adherence to the Limit Table, fixing the time to be devoted to each branch, obviates, in a great measure, all objections. Were it absolutely perfect, some grumblers would still be found, to please whom is always a vain as well as a thankless task.

Salaries of Teachers.—In this County I have to state that the salaries of Teachers are increasing, and rightly. It is impossible to fix exactly the money equivalent for the services of a thoroughly competent Teacher. Such a man's merits are not to be weighed in the paltry scale of pecuniary considerations. So soon as the worth of such a one is discovered, Trustees should mark their appreciation of it, and should, on no account, suffer the difference of a few dollars to sever the connection between them.

The following tabular statement exhibits the salaries of Teachers, as paid in the several townships:—

	Oakland.	Onondaga.	South Dumfries.	Burford.	Brantford.
Highest salary paid Male Teacher for 1873	\$400	\$400	\$500	\$454	\$475
Highest paid Female Teacher for 1873.....	300	300	350	350	300
Lowest salary paid Male Teacher for 1873.....	360	360	340	340	350
Lowest paid Female Teacher for 1873.....		240	110	168	144
Average salaries of Male Teachers for 1873.....	386	386 66	407	377 30	406
Average for Female Teachers for 1873	264	270	203	242 71	244 53

At the beginning of the year a considerable advance was made in Teachers' salaries in the Townships of South Dumfries and Brantford. In the former there are three male Teachers now engaged at \$500 *per annum*, and in the latter, two at the same salary, with several in both Townships at salaries ranging between \$400 and \$500 *per annum*. In the remaining Townships no marked change in this matter has, so far as I have learned, taken place.

Teachers' Certificates.—Under the existing Regulations very few candidates have succeeded in securing First Class Certificates. At the December examinations, 1872, only four certificates of this grade were obtained throughout the whole Province of Ontario, and at those of December, 1873, three candidates only were successful. In this County the results of the two examinations held during the year were as follows:—

At the July Examinations, 1 gentleman received a Second Class A Certificate, and 5, Third Class Certificates. 2 ladies and 2 gentlemen applied for Second Class Certificates, but failed, and received Third Class ones.

In December, 3 gentlemen (2 of whom applied for Second Class) obtained Third Class Certificates; and 10 ladies received certificates of the same grade. One gentleman wrote for a First Class but failed. The classification of the Teachers of the County is as follows:—

Townships.	Oakland.	Onondaga.	. Dumfries.	Burford.	Brantford.
Provincial First Class		1	2	1	
“ Second Class	1	1	3	7	5
Old County Board First Class....		1	3	2	4
New County Board Third Class.	3	2	6	14	12

Public School Libraries, Museums, &c.—I am sorry that I cannot report any marked improvement during the year in the matter of Public School Libraries, School Museums, and School Apparatus. In advancing the interests of these exceedingly important *desiderata*, energetic and intelligent Teachers might make their influence felt. As a means of self-improvement, as agencies to supplement and extend their daily lessons, they ought continually to impress the necessity for them upon Trustees and patrons. Of the advantages of Public School Libraries, it is almost superfluous to say a word. All sensible and enlightened persons admit them without demur.

The objection is sometimes put forward that library books are soon destroyed or lost, but that may be urged in reference to every species of School property. Among the duties of Trustees, a very important one is the oversight and care of such property. If they neglect to discharge that properly, the blame is theirs, and the accruing loss cannot be legitimately used as an argument against the existence of the property itself. The Teacher is responsible to them for the due care of such School effects as are, by the School Regulations placed within the sphere of his jurisdiction, and among these must be called School libraries. When a library is purchased, a catalogue should be immediately prepared, and a suitable book furnished the Teacher wherein to enter the names, &c., of applicants. The Department Rules touching the books should be rigidly adhered to. The record ought to be examined quarterly

or half-yearly; and the Inspector will, hereafter, carefully scrutinize it. What is needed now are the libraries; and these may be obtained either at the Depository or the bookstores.

The following is the number of libraries, with their contents, in the County:—

Townships.	Oakland.	Onondaga.	S. Dumfries.	Burford.	Brantford.	Total.
No. of Libraries.....		4	3	4	3	14
No. of Vols.....		339	461	371	248	1419

This is far from being a satisfactory state of things in so fine a County as Brant, and should be speedily remedied. Few men seem to understand clearly the use or necessity of School Museums. But every student of Natural History does. Now several branches of this important and extensive department of science are to be found in our Public School Programme, and are expected to be taught to the young. Experience must have convinced every one who has made the essay, that to attempt to learn or teach Chemistry, Zoology, Botany, &c., from books *only* is a mere waste of time and effort. When Professor Beal, of Harvard University, entered himself as a student in the classes of that distinguished naturalist, the late Louis Agassiz, the latter thus addressed him: "You have read books, but have not studied the subjects themselves. If you study with me, you must not look at a book for some time—several months.—You must learn to see, to observe for yourself." To teach by the aid of the things themselves is the only way to make instruction in these subjects interesting and profitable. Hence the use and necessity of School Museums, which any good Teacher can form for himself (the better way) or easily procure in Toronto.

School Accommodation, Grounds, &c.—Four new School-houses of a superior class have been erected since the first of January, 1873—one in Burford (No. 4, Goble's Corners), one in Oakland, and two in the Township of Brantford (one at Langford and the other at Cainsville), all of brick, and furnished with improved seats and desks. The Langford School House, No. 20, is capable of seating 72 pupils, is supplied with a basement, heated by hot air, and cost \$2,000; that at Cainsville, No. 22, can accommodate more than 100 pupils, contains two class-rooms furnished with alternating desks and seats, the finest I have seen, and in respect to design and appearance must be ranked among the best Rural School-houses in the Province. The cost was over \$3,000.

The following table may serve to illustrate the School Accommodation of the several municipalities in the County:—

TOWNSHIP.	Sites.			Houses.			Apparatus.			Instruction.			New Houses. 1873.
	Good	Fair	Ind.	Good	Fair	Ind.	Good	Fair	Ind.	Good	Fair	Ind.	
Oakland	3			3			1	1	1	2	1		1
Onondaga	2	2	1	1	2	2	4	1	3	1	1	1	
South Dumfries.....	8	1	3	8	1	3	7	3	2	6	4	2	
Burford	11	4	7	6	9	7	7	7	8	9	6	7	1
Brantford	11	3	5	9	6	4	7	9	3	7	8	4	2
Total.....	35	10	16	27	18	16	22	24	15	27	20	14	4

It is reported that new School-houses will be built in the following Sections during the present year: No. 6, Onondaga; No. 17, Brantford; and Nos. 6 and 7, South Dumfries, and 22, Burford. The union effected by the Township Council between Nos. 4 and 5, Onondaga, does not appear to have resulted satisfactorily, and will probably be dissolved. In the Village of Onondaga, a new building is very much required, and its erection cannot be much longer postponed. The same may be said of many other Sections and School houses (16 in all, as seen in the above table) throughout the County. The force of example will probably have its effect in due time.

School Finances.—In these days of commercial and other panics, it must be gratifying to the ratepayers to know that as far as the Public Schools are concerned, the financial state of the County is healthy. A comparison of the Receipts and Expenditures as exhibited in Table No. 1 in the Appendix to this Report shows a balance in the hands of Trustees amounting to \$3467 62. The total amount paid Teachers from all sources was \$19,785 78. This gives us the annual cost of each pupil on the register between the ages of 5 and 21 years, based upon the salaries paid Teachers, \$3.85; and, on the basis of total expenditure, \$5.87. Table No. 2 exhibits the kind and value of the School property of the County. The total value of School property, including sites, buildings, furniture, maps, &c., is \$65,832½. The Examination of Table No. 4, Miscellaneous Statistics, reveals the following facts:—1. The whole number of pupils between the ages of 5 and 21 registered during the year was 5,141; of these 2,745 were boys, and 2,396 girls. The number who attended School less than 20 days during the year was 550; number who attended 50 days or under 1,179. This accounts, in part, for the general complaint made of “Irregular Attendance.” 2. That the aggregate attendance for the first half of the year was 254,528; average do, 21,106; and for the second half year 189,286 and 1,864.10 respectively. The numbers in the different classes are as follows: First Class, 1,766; Second, 997; Third, 886; Fourth, 817; Fifth, 547; Sixth, 206.

Branches of Instruction.—English Grammar, 2,478; English Composition, 1,875; Ancient History, 164; Modern do., 255; Canadian do., 518; English do., 818; Human Physiology, 362; Natural History, 296; Natural Philosophy, 30; Agricultural Chemistry, 108; Botany, 161; Algebra, 149; Geometry, 32; Mensuration, 117; Book-keeping, 187. The length to which this Report has already extended prevents an enumeration of the pupils in the whole number of branches.

School Visits and Lectures.—The number of School visits and lectures made and delivered during the year may be tabulated as follows:—

	School Visits.	Lectures.
By Inspector.....	129	51
“ Clergymen	53	
“ Municipal Councillors and Magistrates	35	
“ Judges, &c.....	2	
“ Trustees.....	232	
“ Others	871	3
Total.....	1322	54

During the last year or two, the *Journal of Education* has not been very regularly received in this County, and is not, I fear, as carefully read as it ought to be by Trustees and Teachers. For 1873, it was reported that the *Journal* was received regularly in only 32 School Sections. By the School Act recently passed, the Trustees are required by Law to procure for their own use and that of the Teachers, some periodical devoted to education. The School Law as revised and consolidated during the last Session of the Ontario Parliament, is now in the hands of the majority of the Boards of Public School Trustees in the County.

COUNTY OF LINCOLN.

John B. Somerset, Esq.—The receipts and expenditure in the county for School purposes last year show a marked increase as compared with the previous year, being \$40,827 95 for receipts, and \$34,266 82 for expenditure—the former \$5,102 96 and the latter \$3,309 63 more than in 1872.

The salaries of Teachers continue to improve slowly, several boards having advanced their rate beyond the almost universal limit of \$400 for a male Teacher. This I regard as a sign that efficiency and experience are being more sought after than formerly; but while this tendency of Trustees is becoming observable, it is to be deplored that the supply bids fair before long to be far short of the demand.

Of the certificated Teachers employed in this county in 1873, only four held first class Provincial certificates, and ten second class, leaving the large majority with third class County certificates, or those from the Old Circuit Boards. It is quite evident from this that the

great need of Teachers at the present time is professional training, which the means at present existing are unable fully to supply.

I stated in my last Report that I believed that Teachers' Institutes, established by law and requiring the attendance of every Teacher, would prove very effective in accomplishing this object, and another year's experience but confirms my opinion. Voluntary meetings are held half-yearly, in this county, by the Teachers, for the purpose of mutual improvement. At the last of these meetings, Dr. J. H. Sangster conducted the exercises, which lasted two days. The results became immediately apparent in the Schools of those who had been present at the meeting, in their endeavours to carry into practice the valuable suggestions that fell from that gentleman. But at these voluntary meetings it is those whose anxiety to improve is their guarantee of ultimate success that attend regularly, leaving a large class still with urgent necessity of improvement, but without the desire to exert themselves for it.

In the return of the attendance of pupils there is much to make one feel how powerless the most complete system of education must be, when the indifference of parents is a barrier to their children reaping its advantages.

In this county, besides the 355 children who have not attended a Public School at all during the year, 1735, or over one-third of those entered on the School Registers, gave an attendance of less than fifty days, which, it need hardly be said was of no practical benefit to them. It is worthy of remark, however, that a gradual improvement is taking place, the returns for last year showing a decidedly better attendance than those for 1872.

Some modification of the compulsory clause of the School Act seems to be necessary, to render it effective, for though 119 children between seven and twelve are stated not to have attended School at all, and a large additional number not the required four months; yet no step has been taken to put the law in force by the Trustees, who shrink from becoming prosecutors of their neighbours.

In the improvement of School accommodation and the supply of maps and ordinary School apparatus, it is gratifying to be able to report very satisfactory progress. Six new School-houses were built last year, all showing some architectural beauty, and furnished in a style that was seldom thought of a few years ago. The large number of playgrounds reported last year in an unsatisfactory condition are now either properly enclosed or under contract for improvement. There are no Schools reported without maps or ordinary apparatus, and many are fully and satisfactorily furnished.

In carrying out the provisions of the law regarding these improvements, I have endeavoured as far as possible to avoid coming into collision with local public opinion, believing that prejudice or indifference is often excited to active hostility by too great rigor, while reason and conciliation will ultimately succeed, though the object may not be obtained so quickly.

COUNTY OF HALDIMAND.

Richard Harcourt, Esq., M.A.—The histories of Spain and of Holland, of France and of Germany, abundantly establish the fact that natural resources go for nothing unless education, generally diffused among the people, brings them to light, and converts them into wealth. Holland, at one time, a mere dependency of Spain, at all times devoid of mineral wealth, has been enabled by her wise educational schemes, to assume a position which Spain with all her natural advantages, may well envy. And who doubts but that the recent German victories and French defeats may be similarly accounted for. May we, reading history aright, and profiting by its warnings, adopt the wise motto of the National League in England, "Education must be universal, unsectarian, compulsory."

Although our legislators debate regularly upon educational topics; although, as I propose to explain in this address, their patchwork efforts tend in the main to improve our Schools; although the evidences of such improvement are clear and manifold, there is still throughout the Province—if the other Counties at all resemble Haldimand—an apathy on this subject both great and inexcusable. I mean to speak at present of the year just closed.

The great drawback incident upon inadequate accommodations has been almost completely removed. Since 1871, no less than 20 new buildings have been erected, 16 of them brick, all of them commodious and comfortable, two of them having accommodation for 100 scholars each. Improvements in buildings, other than mere repairs, have been made in five Sections, while contracts for new buildings, to be completed before August of this year, have

been let in six others. Quite a number of Sections are still inadequately provided for. I trust that in a year or two at farthest, we will see the County of Haldimand occupying in this respect, relatively to other Counties, a creditable position. It is most discouraging to witness the efforts of a good Teacher checked and retarded for want of some improvements, to effect which would necessitate only a trifling outlay. This is particularly noticeable in the matter of desks and blackboards, the two most important items of School apparatus. A thorough Teacher regards as indispensable a large, smooth blackboard, while the comfort of the pupil hinges to a great extent, on the pattern of the seat allotted to him.

A Teachers' Convention was held during the year, and has led, I have good reason to believe, to good results. Two-thirds of the Teachers of the County were present. I expect to arrange for a Teachers' Institute during 1874. The number of applicants at the semi-annual examinations for Teachers was larger than in the previous year. Candidates preparing for these examinations improve the Schools in which they are studying, other scholars being stimulated by their example to reach a fixed standard. The results of those held in July and December, 1873, will be noticed later on in this address.

Save a few Schools, particularly two in North Cayuga, one in Dunn, and two in Moulton, there has been constant work during 1873. No sufficient reason has been given to me why the Trustees of these Sections have neglected one of the leading duties of the office entrusted to them. By their inexcusable carelessness they have certainly helped to injure materially the prospects of scores of children. Unless children are taught that School-work is with them a business, that as such it demands their patient and constant attention; unless the School door is kept invitingly open the year round, the temptation—an ever present reality to shirk lessons, grows gradually stronger, and finally renders victory over School-tasks a thing impossible.

Speaking generally, the subjects of reading, writing, and spelling—the correct method of dictation—exercises being now generally adopted in the latter—are successfully taught in our Schools. Only occasionally does the absurd idea, that to read fast is to read well; that the pauses being ornamental only, may be quite disregarded, find encouragement. Written exercises as well as careful attention to map-drawing, are, as a rule, too much disregarded in the teaching of geography. In three Schools out of four, the teaching of history—English or Canadian—is nominal only. Arithmetic and grammar are taught with less success than reading or spelling. In more than half of our Schools, however, good work is being done in these subjects. In not a few Sections can we with perfect confidence entrust to the Teacher everything affecting the interests of the pupil. In the main, I believe our staff of Teachers to be both faithful and efficient. All that is necessary to make their efforts eminently successful is the warm encouragement of the parents. A parent's carelessness as to providing his child with books, or his allowing absence from School for trifling reasons, will and must naturally neutralize a Teacher's efforts. I will illustrate my statement, that the teaching of arithmetic and grammar is less satisfactory than I could wish, not at all forgetting that the cause can often be traced to the irregular attendance of the scholars. Questions given by me during my visit of inspection, in Simple Interest and Proportion, have frequently been correctly and neatly solved by pupils, no one of whom could define for me such terms as "measure" or "multiple." Again, scholars who would work difficult questions in Fractions would, at the same time, upon my asking them which was the greater, three-fourths or fifteen-twentieths, at once answer "fifteen-twentieths." We must review the lessons constantly; we must encourage "thinking" on the part of the scholars, else the education we are giving them will be nothing more than "miscellaneous facts mechanically remembered." In the study of grammar, an unwise method is sometimes adopted. This subject *can* be made interesting, and can only be successfully taught when each definition is variously illustrated and thoroughly understood.

As will be seen from the statistical part of this address, many of the teachers are but beginning the profession. I would respectfully urge them to subscribe for the *Ontario Teacher*, published by Ross & McColl, Strathroy, Ont., and also to read the *Journal of Education*, which will hereafter be supplied to them from the Department in Toronto. The improvements I have sketched are mainly due to the School Act of 1871. The two great reforms now most needed are, in my estimation, the establishment of Township Boards of Trustees, and more practicable legislation as to compulsory attendance. Upon the first point, there is doubtless a great diversity of opinion. My experience, and I do not forget how narrow it is,

points to the Township Board as a something which will give a great, a healthful, and an immediate impetus for good to our Public Schools. In the same Township we now find one Section with an assessable property of \$103,000, another with \$34,100; one Teacher paid \$450 a year for his services, while his neighbour gets but \$216; the programme of studies faithfully followed in one locality, and faithlessly mutilated in another. Uniformity, which is surely highly desirable, and with it ever increasing efficiency, can in all these points, I humbly submit, be obtained by the system of Township Trustees. Amongst other objections to the Section system, which would disappear if we had Township Trustees, the following are noticeable. The present system is cumbersome, because it requires so many officials. In small Schools low salaries are paid to Teachers, who have failed to get good situations, and who will never succeed in the profession. As things now are, there is quite a difficulty in getting good buildings erected in the small Sections. We all know the good effects resulting from competitive examinations, and these to be satisfactorily conducted, require the Township to be the unit for School purposes. In many Sections, the nieces and grand-daughters of Trustees are employed without any regard to their qualifications as teachers. At present, School taxation knows neither fairness nor method. With Township Trustees its equalization is perfect and simple. In but few of the Sections is the same Teacher now at work whom I met in the last half of 1871. In one Section, five different Teachers have been employed in as many half years. That it would be better if the Teacher's position were more permanent, no one questions. The present system encourages frequent changes of Teachers; the Township system would have a directly opposite effect. Again, with a Township system we would have the exact number of Schools required in each Township, it being then permissible that each child should attend the nearest School. Results have proved that a system employing County Inspectors is greatly better than that of Township Superintendents; the very reasons that cause this, call for Township in preference to Section Trustees. Not many weeks ago I carefully examined two Schools in the same Township, the one in the forenoon, the other in the afternoon. In neither of them had the Teacher even middling accommodations. The buildings were alike, neither of them being even second-rate; the seats in each of them were the worst imaginable. The certificates of the Teachers were of the same class, nor could I see that the one was noticeably either more competent or more painstaking than the other. I could detect no disparity between the pupils of the two Schools in the point of intelligence, and yet in each and every subject the pupils of the one acquitted themselves creditably, while those in the other piteously failed. The search for an explanation of this anomaly might elicit some information bearing on the relative merits of the two systems of Trustees. The evidences of progress are many, but side by side with them must be placed that great drawback to which public attention should be unremittingly directed, viz.: indifference to, and want of, appreciation of the magnitude of educational interests. This is seen too plainly by a glance at any Public School Register. Children who attend but one-half of the time during which the School is open, can never be expected to manifest either an eagerness for study or a proficiency in it. Out of 418 scholars enrolled in one Township during the last half year, 230 attended less than 60 days. So long as parents allow this, so long will Teachers be discouraged, so long will the status of education generally be low.

Roman Catholic Separate Schools.—None of the above remarks apply to School Sections 6 Oneida, and 17 Walpole, which are Roman Catholic Separate Schools. I have visited each of these Schools on five different occasions. In both of them the buildings are of quite an inferior description, having poor seats and being ill supplied with the necessary apparatus. In these respects, however, they have close competitors in other localities in the County. The attendance in each of them is small. While change of Teachers has impeded the Walpole School, that in Oneida has been fortunate in having secured efficient and painstaking Teachers. Dividing the Schools of the County into four grades, the first embracing the best Schools, I would place these two in the fourth grade.

The great drawback incident to inadequate accommodations has almost totally disappeared. Since 1871, no less than twenty new buildings have been erected, 16 of them brick, all of them commodious and comfortable, two of them having accommodations for 100 scholars each. Improvements, other than mere repairs, have been made in five Sections, and contracts for new buildings, the time for completion being August, 1874, have been let in six Sections.

A Teachers' Convention was held during the year, and has led, I have reason to believe,

no good results. In connection with it, Goldwin Smith, M.A., gave his lecture on "A Tour in England," a literary treat never to be forgotten by the audience. I expect to arrange for a Teachers' Institute during 1875. The Semi-Annual Examinations for Teachers have been well attended. Applicants preparing for them, improve the Schools in which they are studying, other scholars being stimulated by their example to reach a fixed standard.

The evidences of progress are many, but side by side with them must be placed that great drawback to which public attention should be unremittingly directed, viz., indifference to, and want of, appreciation of the magnitude of the interests for which we labour on the part of a majority of parents. This is seen too plainly by a glance at any Public School register. Children who attend less than half the time during which the School is open, can never be expected either to manifest an eagerness for study or a proficiency in it. For example, out of 418 enrolled scholars in one of my Townships, during the last half of 1873, two hundred and thirty of them attended School less than 60 days. So long as parents allow this, so long will Teachers be discouraged, so long will the status of education be generally low. I procured from your Department, and from Copp, Clark, & Co., a large number of general registers which I have distributed. I may add, that an unusually lengthy period of bad roads greatly hindered me in my work during 1873.

COUNTY OF NORFOLK.

J. J. Wadsworth, Esq., M.A., M.B.—In attempting a general sketch of the condition of education in this County, I am led to reflect that it is exactly three years since the new School Law (as the Law of 1871 is usually called) came into force. Perhaps then it will not be out of place for me to trace briefly the results of the Legislation of 1871, and of the Regulations of the Council of Public Instruction, then newly devised and promulgated. The leading features of these enactments were, 1. Free Schools. 2. Compulsory Education. 3. County Superintendence. 4. A programme of studies, and a time table for all the Public Schools. 5. The minimum of School accommodation. 6. Compulsory subscription to Teachers' Superannuation Fund. 7. The new system of granting certificates to Teachers.

1. As to Free Schools I have little to report; public opinion seems to have been ripe for the change. On all sides it seems to be regarded as a wise and necessary step. The manner in which this exceedingly important change has been finally and effectually wrought, reflects great credit on the sagacity which directed it.

2. The corollary to Free Schools, viz; Compulsory Education, has up to the present time been a failure. In very few cases have Trustees thought it proper to exercise the authority vested in them. That the compulsory clause has failed to do that which was intended, will appear from the annual report.

Of the 9056 pupils in attendance in 1873, *three thousand two hundred and fifty-nine* are reported as attending less than 50 days in the whole year. There is little doubt therefore that one-third of the pupils are receiving no education worthy of the name. Their attendance is either so brief or so irregular as to be of little use.

4. The new limit table and time table for the Public Schools were received by the Teachers with all possible respect, and in nearly every Section, an attempt was made to carry them into effect. I regret to say however, that the almost unanimous verdict of the Teachers after prolonged trial is, that these models cannot be strictly followed in rural Schools. Some of the best and most diligent Teachers have, after twelve months' experience, been compelled to make wide variations. Not a few of them have become martyrs in a sense, to their fidelity in following out these regulations, losing their popularity, and in some cases their positions. Notwithstanding these drawbacks however, the tables have been of great service in awakening public attention to the necessity of proper classification. Had some discretionary power been granted to the Inspectors or Teachers, it would have been beneficially exercised in many cases. There are serious difficulties to be surmounted in classifying a rural School, owing to the marked irregularity in attendance which is usually found, and the variation in the *personnel* of the classes at different seasons.

5. The Regulations regarding School accommodation have stimulated a large number of Sections to making active efforts. The number of new houses erected or in process of erection is about 30. In nearly all the other Sections repairs and improvements have been effected. There are still some Sections however, where nothing has yet been done.

Upon the whole then, the effect of these clauses has been salutary, but I think quite as much good might have been accomplished without exciting so much opposition, had the regulations under this head been published as recommendatory. They appeared in May and June, 1871, without any note regarding discretionary power being given to the Inspectors. In fact no such advice was given to Inspectors until the appearance of the October Journal, in November, 1871. The natural conclusion on the part of Trustees was, that the requirements laid down were compulsory. The great objection to any such model being set up is, that in different Sections, the School-houses will of necessity vary just as the houses, barns, churches, &c., vary according to the wealth and progress of the people. In many of the Sections of Norfolk, the School accommodation is in advance of the requirements of the Law, but in others it is necessarily for the present below the standard. Besides, in some localities what the regulations interpret as essential, is not there essential. For instance, the regulations prescribe a "substantial board fence." There are Sections in which there is no need for any fence. Situated in a retired grove, beautifully enclosed by natural shrubbery with a play ground sloping to the breakers of Lake Erie, one site, I now recall, certainly no more needs a fence than the classic groves where philosophy flourished in ancient days. There are many cases where a well is not essential. There are many cases where "ten feet from floor to ceiling" is not a *sine qua non*, there being ample lateral space. Hence many think that a discretionary power not merely as to *time* but as to *what is necessary*, should be lodged in the Inspectors, so that each Section may be judged according to its ability.

6. The compulsory contribution to the Superannuation Fund is a question upon which opinion seems very much divided. The specification of the amount of the pension and the privilege of retiring at 60 years of age whether worn out or not, will reduce the opposition materially. The younger members of the profession and those who intend entering upon some other profession, are of course the strongest opponents of the system.

7. The new Board of Examiners seems to meet the requirements of the time in most respects. I regret that we cannot elect our own chairman. I should greatly prefer seeing some one of the older members of our Board in the chair. I am the youngest member of our Board, and this "having greatness thrust upon me" by Regulation of the Department, is anything but congenial to my feelings. Some of the examiners here have for a generation been the foremost champions in the interest of education, and I think that upon them the honour of presidency should rightfully devolve. *Seniores priores.*

There are some points regarding the certificates which will require consideration. A large number of Third Class will shortly expire, and many of their holders will be unable to take a Second Class. There are many teaching on temporary certificates already, and it is possible that the number will steadily increase. I think it would be well for Inspectors to have the power of endorsing a Third Class from an adjacent County in special cases.

I am happy to add that the Teachers' Association still continues its meetings, and that an effort is being made to secure the services of Dr. Sangster at a Teachers' Institute.

COUNTY OF OXFORD.

William Carlyle, Esq.—During the past year a marked improvement has been accomplished in many of the Schools of Oxford, and a great change in the spirit of the people towards School matters has been manifested. Criticism in a great measure has given place to zeal and active exertion in remedying the numerous evils that were impeding the work of Public Instruction. Criticism, however, although severe, and betraying generally imperfect and erroneous information, has done good. People whose notions of School matters were crude and grounded in error, have been led to study carefully the actual condition and necessities of the Schools, the duties and responsibilities of School officers, and the School law and regulations, the result being a prevailing conviction that what is asked on behalf of the School system is wise and necessary.

Masters and Trustees are doing their work with a cheerfulness and intelligence that had not hitherto characterized School business. Ratepayers are responding to calls for funds in a spirit corresponding to the anticipations created, that a better return for their money is to be realized. In localities where the Schools have been renovated in accommodation and management, the result is so gratifying that tardy and sceptical authorities elsewhere have

been set in motion by public opinion, and have even exceeded the examples set them of School improvement.

During the year, five new brick buildings were erected and furnished, and new Schools established, new in every sense of the term save material, and partially so in this respect, as pupils returned who had left School four or five years previous, never to re-enter it.

The youth of the County are alive to the importance of good Schools, and readily avail themselves of the advantages they present. This has been exemplified in every Section in which the requisite convenience and the services of a competent Teacher have been furnished.

Proper classification of pupils, and bringing the Schools into active competition with one another, have effected a marked improvement in scholarship. Schools in rural Sections are met with, the pupils of which pass the Inspector's examination in the branches of the first second, third, and fourth classes without a failure in any subject, and in a few instances without a serious mistake in any subject on the part of a single pupil. Were such success manifested in High Schools, it would secure the Masters' preferment of a very substantial description. In towns and cities when the attendance is large enough to admit of a division of the labour of tuition among a numerous staff of Teachers, the Schools have a great advantage over those in which one Master has sole control, and all the variety of branches to teach, that are found in Graded Schools. Notwithstanding, some rural Schools in the County I am satisfied stand in the front rank as to scholarship, and it has been intimated to me that such is the case in some other Counties. If so, the notion may be corrected that rural Schools are excused, on account of the difficulties they labour under from realising the standard attained by large Graded Schools.

In management there will be mistakes as long as ratepayers elect men unqualified for the office of Trustee, and inexperienced Teachers are found so indiscreet as to take charge of Schools that have been taught by highly gifted and successful Masters. Such Trustees and such Teachers have a strange affinity for each other, and readily enter into engagements. This happened in a few Sections at the close of the year, not, however, I am happy to say without strong disapproval on the part of intelligent ratepayers. The consequences are, the Schools are precipitated down to the status from which they had been elevated by an expenditure of money, time, labour and skill, and the Trustees take a position in the estimate of the senior pupils, that is not at all enviable.

In my Report for 1872, I divided the Schools into five grades. Excellent, good, fair, poor, and very poor. Retaining the same standard of classification for 1873, we get the following comparison:—

1872.	Excellent, 1.	Good, 22.	Fair, 40.	Poor, 28.	Very Poor, 17.
1873.	" 2.	" 40.	" 31.	" 24.	" 11.

Salaries are improving. The highest salary to be paid a male Teacher in a Rural Section during 1874, is \$575. To a female Teacher, \$500. For 1873, the average salary for County, exclusive of the Towns, was for male Teachers, \$417; female, \$286.

A classification of Teachers, according to the nature and grade of their certificates, gives: four, First Provincial; thirty, Second Provincial; thirty-two, First, Old Board; forty-nine, Third (New Board); three, Special.

The granting of special certificates will not in all probability continue to be a necessity. Oxford offers inducements to Teachers holding provincial certificates, and they, together with the successful candidates at the local Board, will meet the demand.

The *Journal of Education* is earnestly looked for by Visitors. But from postal arrangements or other difficulties it does not reach many Boards at all, and many others only at irregular intervals. It is a great pity some scheme could not be devised for its reaching Trustees unerringly.

On taking a general survey of this inspectorate, although the labour is enormous, and the discouragements numerous and perplexing, yet from the intelligent interest manifested by School authorities in the work of Education, and the respect manifested by all with whom I met in the discharge of my duties, I take courage, and am led to expect much in the future in the way of improvement, as a reward for persistent struggling in the meantime.

COUNTY OF WELLINGTON, NORTH.

A. Dingwall Fordyce, Esq.—In connection with the Statistical Reports for the Townships

in my Inspecting Division. forwarded by this mail, it is right to give a few explanatory remarks, which I must do without much analysis of the Report, in the meantime, as a whole.

1. I have had to introduce into the Report for Minto, the Village of *Hurrleston*, but so far only as apportionment of Legislative School Grant is concerned, as I was instructed to allow the School there a share of the same for the County, notwithstanding the incorporation of the village.

2. A slight discrepancy will be apparent in two particulars, the one arises from a reported excess of expenditure over receipts in Union Section eight, Amaranth and East Garafraxa, the other from the Register of the R. C. School in Section three, Arthur, having been accidentally destroyed, this will affect the total addition of columns 40 to 50 in that Township. I find great difficulty in getting these Registers preserved, or kept in general, as they should be, in a sufficiently accurate, plain and intelligible shape.

3. As a general rule, in the Trustees' recorded expenditure and receipts, the amount of order, not of apportionment, seems to be given in the case of the County Assessment, and in a few instances in the case also of the Government Grant. Some, however, have repeated the full apportionment.

4. I feel unable to place much reliance on the information given in columns 44 and 51. In the former, the question would appear to have been looked frequently at hurriedly, and in consequence, the intended meaning of the term "non-resident pupils," has been misapprehended. In the latter, that of pupils not attending School for at least four months of the year the Semi-Annual Reports do not exactly correspond with the Annual Reports. The last mentioned only give 133 defaulters in that particular, whilst the former make the number 169. These 169 scholars belong to fourteen Schools, the names of those of twelve of them being given with varying causes of extenuation, such as sickness of children or their parents, distance to School, want of clothes, bad roads, having left the Section or newly come to it, and the Schools having been closed half the year while building was going on. In one case the reason is given that "Some did not like the Teacher!" and in quite a number, either neglect, indifference or carelessness on the part of the parents is alleged, or no good cause known. This question however, I should observe, would not seem to have been taken in its true sense, from such occasional answers as "All have attended School, more or less, during the year." I am glad to think that the proposed amendment to the Law in this particular may not only secure more correct answers in future, in respect both of the total number of children between five and sixteen in the Sections (the answers to which would seem frequently to be grossly inconsistent) and the number between seven and twelve not attending School for the minimum period; and also be a means of carrying out better than heretofore, the securing such *actual* attendance.

5. Regarding the *Five* Schools reported as having no maps (six, nine, and twelve Arthur and eleven and twelve Minto), the first mentioned certainly had them when I visited the School. I have drawn the particular attention of the Trustees of the two other Arthur Schools to the want, and the two Schools in Minto, being those of new or newly re-constructed Sections, I do not question their being supplied by or before the time next Report is made.

6. The Report on accommodation is based on my own measurements, which I preferred using to ascertain it, rather than employ numbers given in the Annual Reports, which sometimes exceed, sometimes fall short of mine. If I have erred, it may have been in over-estimating in some cases, owing to ante-rooms interfering.

7. Progress made in respect of remedying deficiencies in accommodation of one kind or other, have been specially noticed in detailed Report forwarded a month since, and I trust efforts used will not be fruitless. On this account I shall not further allude to these here any more than to the classification, in which I hope, ere another season, to report improvement.

8. As usual I have let the Reports stand as I received them in respect of Lectures. Strictly speaking, I could not be said to have delivered over a dozen, with previous intimation to that effect. I did, however, prepare and circulate some remarks on School Reports, giving a copy to every School Trustee and to every School Teacher. The apparent good effects of these as regards last Annual Report I confess is not very striking, and yet a large number of Reports are very carefully and fully prepared.

9. In several cases *cards* were reported as given for *prizes*: I have not, however, set them down so in giving the number of Schools using prizes, as I do not think this would be considered as equivalent in reporting.

10. In only two cases have I had to take the previous year's value of assessed pro-

perty : viz., in eight Maryborough and five Luther. In the latter there was an evident error in the figures given ; in the former the Trustees had failed to give the value at all, and although written to, their reply on the subject has not reached me.

11. There are thirty Schools which report not receiving the *Journal of Education* regularly. These are four and six Armaranth ; two, nine, twelve and R. C. S. in three Arthur ; nine West Garafraxa ; seven Luther ; one, three, thirteen and fifteen Maryborough ; one, three, nine, eleven, fourteen, fifteen, Minto ; and one, three, seven, eight, nine, ten, fourteen, Peel ; and Un. Sec. thirteen and two Peel and Wellesley. In Sections eight, twelve and thirteen Minto, the Trustees report never seeing the *Journal* at all, and the receipt of one number in the year is acknowledged by the R.C.S. of Sec. twelve Peel. Of the Teachers of the eighty-two Public Rural Schools in the Division (the question not being given in Reports for the R.C.S. Schools), forty would appear to see the *Journal* regularly, thirty-two not, while eight say they get it occasionally, one "when it comes," and one "never."

12. In 1871, I sent you a Synopsis of the rate levied on the dollar in seventy Schools reported on. This season I have obtained information on the same head from eighty two Schools, and comparing these together, and making allowance for special building rates in about sixteen of them, the rates for other ordinary expenses, such as Teachers' salaries, would appear to have risen considerably. Of the Schools reported in 1871, twenty-seven per cent. levied less than five mills on the dollar ; of those reported now, no more than five per cent. levied so low a rate. Again, in 1871 no higher rate than 15 mills on the dollar was levied, while there were over eighteen per cent. of the Schools in operation in 1873 levying from fifteen to thirty-two mills each. Independent of any special rate, some Schools have as high a tax as twenty-three mills on the dollar. For one such School (Union Section eight Armaranth and East Garafraxa) it might be right to make an application for some aid from the Poor School Fund, and I have little doubt you would cheerfully consider its claims to help.

13. During the year 1873, nineteen new School-houses have been built. Some of the very worst, which were in fact a standing disgrace to the Sections they were in, have been removed. Two rooms have likewise been provided for Assistant Teachers, the one at Glen Allan, the other at Douglas (unincorporated villages), both substantially built of stone. In the former School an Assistant Teacher has been employed for some years ; in the latter the additional accommodation being insisted on as a matter of necessity, on account of the attendance and the regulations, was fully provided for by the Trustees, and two teachers are engaged for 1874, but the action taken has led to a considerable number of the rate-payers of the rural part of the Section desiring to be struck off, and their wish has been so far sustained by the Township Council, as to cause proposed dissolution of union existing to be resolved on ; which stood in the way of conclusive action. However, the matter is in abeyance in the meantime, although the Trustees have appealed to the County Council and got a committee named to enquire into it.

The regulations respecting enlarged School-grounds to the minimum size of half an acre, have in a few cases only been yet attended to in Sections where new School-houses have not been built. In all cases where this defect remains, intimation has now been specially given to the Trustees, and in some cases where other deficiencies will be found, the difficulty of carrying out all contemplated improvements the first season where a new house has been erected, is the explanation.

14. It is gratifying that in scarcely any case have the stringent regulations restricting granting certificates being productive of serious inconvenience through Schools being deprived in consequence of Teachers, while others were not found to take their place. I may observe that in the case of the Separate School at Mount Forest, the Trustees after last examination advertised for a Teacher to supply the place expected to be vacated, but the applications received being at a salary above what their limited means warranted, they considered it better to employ their former Teacher, who they expect will succeed at next examination, than to let the School be closed, and, under the circumstances, my granting the Teacher a temporary Certificate now will be sanctioned and approved by you, I believe.

The design of the Educational Department that those holding Third Class Certificates should ultimately be restricted to the position of Assistant Teachers will no doubt be carried out, but at present, in the quarter of country where my field lies, the way does not seem to be open for such a change. Looking at all the Schools (Public and R.C. Separate, both in the rural portion and villages) out of the 103 Teachers employed in 1873 in the several School

or Departments, as many as sixty-one were teaching on Third Class Certificates, granted under the Amended School Law, and only six of these as Assistants. Ten were teaching on Old County Board Certificates; eight on Permits, granted by authority of the County Board of Examiners, and five on Temporary Certificates given since the July examination. No more than nineteen held Provincial Certificates. The salaries have been steadily advancing, and indeed the fact of a Teacher's salary being raised to fully as great an extent as could well be borne, in order to retain one of proved efficiency has, in some cases, led to my not insisting in the meantime on improved accommodation. Sometimes the mistake, I think, has been made of giving a large salary to a Teacher with the view of getting him to do the work of two, which after all, he could neither do adequately nor legally, but I trust this is an error wholly of the past.

The average salary of Male Teachers holding Third Class Certificates under the New Law, is \$324 (taking into account all referred to above), while in one instance as much as \$400 has been given, a high salary it may be thought for one of no higher qualifications, but given nevertheless I believe quite ungrudgingly from the way the School was conducted and the progress the scholars were making. The average salary of Female Teachers of the same class has been \$238, but some are getting \$300, and even over that amount. The average salary of all Male Teachers holding Second Class Provincial Certificates has been \$416, and of Female Teachers with the same class of Certificate, \$316.

In only two instances have applications been made for having the taxes equalized in Union Sections. In future it may be desirable rather to take the initiative in such matters, than to risk having the inequality adduced as a reason for not complying with the regulations or law in such respects. In some cases or seasons it may be of comparatively little moment, in others it may be quite the reverse.

I regret that no movement has yet been made for improving the condition of, or augmenting, existing School Libraries. I am convinced it would be highly beneficial to all concerned, and have recommended it where I could.

COUNTY OF GREY, SOUTH.

William Ferguson, Esq.—Though we have not yet reached the standard at which we hope and aim to arrive, yet I am happy to be able to report material, and to some extent satisfactory progress in new School-houses, inside and outside accommodations, and improved system and order in School management and study.

A serious drawback is irregular attendance, largely due to the present advanced rates of hired farm labour, though sometimes attributable to less excusable causes. This has a most injurious influence, deranging system and classification, disconcerting the Teacher, impeding progress, discouraging and permanently injuring the pupil.

While Sunday School libraries exist in almost every Section, and are tolerably well read, the most of the Township and Section libraries originally established in a few Municipalities are either entirely worn out or have been so frequently read as to be much less interesting, and consequently little used.

We cannot expect to secure much attention here to this department while expenses are so great at present for local and general improvement.

It is so far satisfactory that the only School in the Riding which is reported as not using maps is one newly organised.

COUNTY OF HURON, NORTH.

Archibald Dewar, Esq.—I take pleasure in informing you that the Schools in this part of the County of Huron are in a more satisfactory condition than heretofore. A better classification prevails, and the programme is carried out as far as practicable. The natural sciences are not universally taught yet, for the reason that the mass of our Teachers, holding only third-class certificates, are not possessed, as a rule, of a knowledge of these subjects sufficient to enable them to make their teaching profitable to their pupils.

Many of the Schools are in a high state of efficiency, others are respectably efficient, while the remainder, in various states of inefficiency, might, no doubt, be somewhat better. However, making due allowance for the inexperience of our young Teachers, the Schools, on

the whole, are as prosperous as could be reasonably expected ; indeed, some of our young Teachers, of little experience, conduct their examinations for promotion with far more severity than some older ones.

With respect to appliances for the School-room, there is considerable improvement since last report ; and the improvement is still going on. Thirteen new School-houses were opened during the past year ; two of these, however, were commenced in 1872. Eight are already under contract for 1874, and quite a number more making arrangements for building. Several Schools are much improved by new internal arrangements, and, with the exception of one, all have at least the half-acre, and in that case there is at present an insuperable difficulty.

The opposition to the new School has very much disappeared. People do grumble sometimes at the size of the School-houses they are required to build, but the matter ends there. School sites and Section boundaries, however, give rise to intense excitement, especially when a new School-house is about to be erected. Indeed, in some of the Townships, the question of Section boundaries is perplexing enough ; but were all the roads open, the difficulty would vanish, for the most part at all events. These difficulties are, however, producing an opinion favourable to Township Boards, which I hope, ere long, will replace School Sections altogether. The country would profit by the change, and the position of a Public School Inspector would be much more pleasant than it is at present.

There is an increase in the number of assistants employed, and, with the provision proposed in the new School Bill, there should be no difficulty in securing the necessary assistance in somewhat large Schools.

Considerable irregularity prevails in many Schools, and the almost complete change of pupils twice a year in some, mars their efficiency very much.

Many of our young Teachers pursue their studies with commendable zeal. In this lies the hope of our Schools.

COUNTY OF ELGIN.

A. F. Butler, Esq..—Although in a great work like education, we always see much remaining to be done, yet on the whole I believe the progress has been greater during the past, than during any one of the previous seven years with which I have been connected with the Schools of Elgin. The total receipts for School purposes were \$49,969, as against \$46,686, in 1872. The creditable feature of this is, that the excess was nearly all expended in Teachers' salaries. No School was closed during the year, and the average time of keeping them open was eleven months and nine days. The amount expended for maps and apparatus is fully one-third in excess of last year, and nearly all the Schools will, in a short time be well supplied with maps, the most of them excellent new ones from the Depository. Tablet lessons are valuable assistants in teaching infant classes, and as a shorter mode of obtaining them, the matter was put before the Township Councils. Seventy, of the one hundred Schools, now have them, and we have hopes that all will by the end of the present year. Blackboards are used in all the Schools, Globes in ninety-three, and Object or Tablet lessons in eighty-four.

School Accommodation.—When the buildings are completed which are now in progress, the classification will be—superior, 46 ; good, 28 ; middling, 15 ; poor, 10 ;—Total, 99. It is a notable fact that of the 46 rated superior, 38 have been built and furnished since the passing of the Improvement Act of 1871. It has certainly proved to be an *improvement* Act. At the beginning of my connection with the Schools here, the most defective features of School accommodation were the arrangements for seating and ventilating—some of the seats and desks being little short of barbarous, and whenever new School-houses were built, it has been found that without special watchfulness, in some cases the seating was imperfect, because the wants and convenience of the pupils were not studied. The style of seating which I recommend (and which we are getting gradually), is a single chair and desk of cherry, with oil and shellac finish for the body of the house, leaving a large space in front for recitation, benches. Teacher's desk, and at the right and left, the seats without desks for infant scholars. The recitation benches should be strong, movable, and with sloping backs, and if necessary for large classes, two ranges ; the second range higher than the first. In a School of sixty pupils, seating for about twenty infant pupils should be provided. A cheap and convenient seat for these, may be a low bench with a sloping back, any length, with small boxes of the "pigeon-hole" style for books, placed on the bench at the right of each scholar thus : each box except

the last one would be between two pupils, and each pupil except the first, between two boxes. The box may be eight inches in width, and a space of sixteen inches allowed for the pupil. A bench twelve feet in length would accommodate six pupils. I first saw this seat in the City Schools of Canton, Ohio, and was at once struck with its ingenuity, economy, and completeness for the purpose. There are now two manufactories in this County, where the chair and cherry desks are made; also many others in the Province, among which we may mention that of Neff and Misener, at Port Colborne, who make a combined seat and desk that is really a model. So we have reason to hope that the days of barbarous seating are past. It is perhaps worthy of mention here, that Sections No. 2, South Dorchester, and 18 Bayham, are now making amends for past neglect by building brick School-houses costing \$5,000 each. Two Teachers will be employed in each at first, and other departments added if necessity requires.

Assistant Teachers.—Twelve assistants were employed last year, and three additional ones have been employed for the coming year. There are eight Schools remaining in the County, which have an average of over fifty scholars, and are not, therefore, complying with the requirements of the law in this respect. The only excuse in these cases is, that the house contains only one room, and is too good a house to cast aside for a new one. Additions erected during the year 1874, will we trust be the remedy.

Standing of Teachers.—*Mode of teaching, &c.*—As will be seen by the statistical report, fourteen Teachers have attended the Normal School. Two hold First Class certificates; twenty-three Second do.; and seventy-five Third Class, County Board. A large proportion are quite young, and are teaching either upon their first or second year. Nearly all succeed fairly in the work of management and discipline, the chief failure lying deeper—the art of *teaching* the various branches. All can hear lessons, but not all know how to teach. I must admit the classification in some of the Schools to be still imperfect, and I confess at the same time to have laboured with more zeal both by precept and example in elucidating, to the best of my judgment, those principles which underlie all true mental development, and form the secret of success in all true modes of teaching principles intuitively acted upon by those great models in teaching—Plato and Socrates, Pestalozzi and Richter. The time of an Inspector on the occasion of his official visit, is of necessity very short for all he has to accomplish, and as an auxiliary, I purpose issuing to the Teachers a circular of several pages, containing copies of a portion of the thirty-three questions to be answered in the “Detailed Report,” some thoughts on modes of teaching the various branches, and arguments in favour of an observance of the programme of studies and classification, and of conducting each School in as strict conformity as possible with the law and regulations.

Teachers' Institutes.—I cannot close these remarks without mentioning the great good which I believe the cause of education has received in this County from the Institute conducted here by Dr. Saugster. Over one hundred Teachers were present, the greatest unanimity prevailed, and all felt that a debt of gratitude was due the Doctor for his most valuable services.

COUNTY OF KENT.

Edmund B. Harrison, Esq.—Much has been done in providing adequate accommodation during the past, but I trust that more will be done in the future. At the present time several contracts are about to be given for the erection of new school-houses. In 1873, 9,458 pupils of all ages were entered on the Daily Registers, of these 9,033 were between the ages of 5 and 16. At the present time there is adequate accommodation in all the School houses for 7,328 pupils, which, with a few exceptions is sufficient for “all that attend,” but would not be if we had a more regular attendance. The aggregate attendance for the first half year, divided by the number of pupils entered on the registers, viz. 9,458 gives an average attendance of 47.38 days, and the aggregate attendance, for the second half year divided by the same, gives an average attendance of 33.07 days, and for the whole year it is 50.46 days. Of these, 9,458, pupils, less than 38 per cent. attended School between 100 and 121 days, and about 62 per cent. attended between 1 and 100 days. About seven per cent. of the children between the ages of 7 and 12 are returned as not attending school during the year.

I am still of opinion that the six forms in the “New Programme of studies” cannot be attempted, much less effectually carried out in the rural sections unless the Schools are graded, better and a more regular attendance secured, and a more numerous staff of trained Teachers employed. There is a class of pupils who can only attend at the most for a few weeks during

the winter season, for these there is no provision made, as it is enjoined by the Council of Public Instruction that "in all cases the order of subjects in the programme must be followed, and the time prescribed for teaching each subject per week must be observed, nor must any subject of the course be omitted." These pupils are obliged to labour either for their parents or for themselves during the other parts of the year, but having a little spare time during the winter, they would gladly avail themselves of an opportunity to take up such subjects in which they could make reasonable progress during the time at their disposal. There are no night Schools for them. They wish to enter the classes for reading, spelling, writing, arithmetic, and geography, and to receive only such instructions as can be given by the Teacher to them in connection with the other pupils. With the aid of monitors, where they may be required, the first, second, third and fourth forms can be taken-up.

In methods of Instruction only a few teachers excel, and a slight improvement is perceptible in others; but in this no great improvement can be expected, unless greater inducements are offered, and a more permanent position given to the profession. The average time that Teachers' have been in the profession is, for 1873, 4 years and 7 months. The teachers salaries have increased during the past year. The highest paid to a male Teacher was \$660, and I am informed, for 1874 it will be \$700; the lowest was \$300, and the average was \$380 50. The highest paid to a female Teacher was \$400, and the average was \$267 41.

Greater attention has been given to object lessons and drawing.

Finding in some instances that the reading was fair, I allowed them to retain their books, but required that the other subjects should be worked up, before they were promoted.

Last year the first Teacher's residence was erected in the county by the Trustees of School Section No. 2, Raleigh. I trust, before long the erection of these residences, with a sufficient quantity of land attached for a garden, will be as necessary as that of School-houses with their play-grounds.

The School libraries do not seem to improve; the books in general are old, and now seldom read. It is to be hoped that now the booksellers are interested in the establishment of Public School Libraries, that a greater impetus will be given to the purchase of books. I am satisfied that any facility afforded to them by Inspectors, will not now be attributed to a "first warning."

Now that the School Law has been modified and consolidated, it is to be hoped that unfriendly criticisms will cease, at least for a time.

COUNTY OF LAMBTON, No. 1.

Geo. W. Ross, Esq., M.P.—The Annual Reports of the School Trustees form the best basis for statistical purposes available. There is a healthy liberality now existing in the Division with regard to the maintenance of Public Schools; for while the increase in School population was only about $4\frac{1}{2}$ per cent., the increase in School maintenance was nearly 12 per cent.

The injury and loss arising from irregular attendance are of so serious a nature as to neutralize, to a great extent, all the advantages to be derived from an improved system of instruction. By it both scholars and Teachers are disheartened and hindered, the education received in this way must necessarily be deficient in thoroughness and fulness, the progress made is both slow and fluctuating, and where enthusiasm should be found there is often little else than the most disagreeable languor and inactivity.

The loss of the ratepayers consists in diminished Government grants and consequent higher and local taxation, loss in the payment of wages to a Teacher for the education of a part of a Section instead of the whole, and greater than all these; the habits acquired and the deficiencies to be felt in after years by their children from an education but partial and incomplete.

New School-Houses.

Since my last report the progress made in the erection of new and commodious School-houses is very gratifying. Bosanquet has erected five, Plympton two, Forest one, and Brooke one. There only remain a very few houses where the accommodation is not fully up to the legal requirements. The buildings erected this year, are, on the whole, of the most creditable character, and well provided with the most approved furniture.

During the current year I have visited all the Schools in my Division twice, with the exception of Euphemia, which I hope to overtake before the year expires. The work done by the Teachers is, in most instances, more satisfactory than during any former year. In several Schools, however, the attendance has been so large that I am required to ask the Trustees to provide an Assistant Teacher in conformity to instructions from the Educational Department very recently received. I am aware that there are strong objections on the part of many Boards of Trustees to the employment of an additional Teacher where the attendance only *occasionally* exceeds fifty pupils. But I have no alternative in the meantime but to ask their compliance. I am in hopes that at the next meeting of the Legislative Assembly of Ontario, an amendment to the School Act can be secured, by which *Monitors*, that is, some of the advanced pupils of the school, can be examined by the Inspector and licensed by him for one year to take the place of an assistant. The services of such monitor could be secured at a moderate charge, and might serve all the purposes of an Assistant for some time to come. A suggestion to your honorable body to this effect from the Chief Superintendent, in the form of a resolution or memorial, might aid in bringing this desirable change about.

In regard to the efficiency of the Teachers in my Division, I need scarcely make any remark. Of their general standing you are, no doubt, personally cognizant. Suffice it to say, that as a rule, their work is of a higher character now than formerly. There is less rote work and more practical training—less pedantry and more common sense. I have endeavoured, as far as I could, to give prominence to what is practical and useful, rather than to what is merely ornamental. In reading, writing, arithmetic, &c., I have called attention to the application required to be made of such branches of study in every day life, and have thus endeavoured to fit scholars at School for the duties which they were to discharge when they entered upon the responsibilities of citizenship. Education to be of any service must be something incorporated with the thoughts and habits of the scholar, not something to be performed like the gymnastic exercises of the soldier, which are of little benefit in the ordinary pursuits of life. Keeping this view of education before the pupils and Teachers I hope to find, as time progresses, a corresponding degree of efficient practical training—a training which will turn out matter of fact, practical men and women, prepared to grapple with such difficulties as they may encounter in after life, and to make themselves useful to society and their country.

In order to stimulate a spirit of emulation, I have offered a prize of \$5 to the best graded School in my Division, also a prize of a similar amount to the best School in the Township of Bosanquet. It being an experiment, I have confined the competition to one Township. If satisfactory, I propose another year to offer similar inducements to the remaining Townships in my Division.

COUNTY OF ESSEX. No. 1.

Theodule Girardot, Esq.—I am happy to state in my Report, that since the new School Law has been in operation, 28 School-houses have been built in my Division, six of which have two rooms, in order to accommodate an assistant Teacher, as is required by the Regulations. Most of these School houses are good, substantial buildings, situated on fine lots, well fenced and in many cases planted with shade trees. I must not forget to mention School Section No. 5, Maldstone, which has built a splendid brick School-house, assuredly the best in the Townships.

There is now a kind of rivalry among the School Sections that I like to see, those Sections which are building now are trying to surpass the others. Section No. 6, Sandwich West, is preparing to build a good house with two rooms for Teacher and Assistant. Sections Nos. 7 and 9 in the same Township are also preparing to build this summer.

All the Schools in my Division, with very few exceptions, are well provided with maps, tablets, time tables, programmes, &c., and I may say that I found very few Trustees who, by reason of economy, objected to the regulations, in that regard. I am sorry to say that very few Schools have libraries. The people have made so many sacrifices in buying School Sites, building School-houses, and providing them with the necessary requisites, that I do not like to press too much upon them to provide libraries for their Schools; but this is only a question of time; as soon as the School Sections will be out of debt, I am assured that the Trustees will not refuse to establish good libraries.

As you will see by this year's Report, the average attendance has increased over one hundred on the previous year, although I am sorry to have to state that there is a general complaint from the Teachers in regard to the irregular attendance of pupils at School. Some parents have not complied with the Compulsory Clause, and I am glad to see the amendment which is proposed on that subject in the new School Bill. I think it will be a blessing for these children who have the misfortune to belong to parents who are so indifferent about education.

I have to state that very few Teachers use the General Register ; but now that there are Registers prepared at the Education Office, I am going to press upon them on my next visit to provide their Schools with them.

It is satisfactory to me to say that in general the salaries of Teachers have again increased this year. Good male Teachers have no trouble in finding situations in rural Sections, at salaries varying from \$400 to \$450 and upwards, and female Teachers, \$300 to \$350. I have now but very few Teachers acting with permits, and I hope that in a year or two I will have a sufficient number of qualified Teachers for all the Schools in my Division ; but the great majority are Third Class, new County Board.

I do all I can to induce our young Teachers to attend the Normal School, but unfortunately very few seemed inclined to do so. In general the School Trustees complain that the *Journal of Education* is very irregularly received.

I am happy to state that the Schools in the Town of Sandwich continue to be flourishing. The School Trustees who are always ready to do anything which is beneficial to Education, have this year bought the balance of the necessary apparatus. The two School yards, which contain over an acre each, have been embellished and planted with shade trees. I will not finish without mentioning to you that at the last examination of Teachers, four pupils of the Schools of Sandwich obtained certificates of qualification ; so you see our little Town leaves nothing to be desired in regard to education.

I am glad to say that the Roman Catholic Separate Schools of Amherstburgh, are in a very prosperous condition. The junior Department and the senior (female) are kept by the sisters of J. M. who understand thoroughly the art of teaching. Morality, politeness, cleanliness and good behaviour are taught, together with the usual branches. It is always a source of pleasure to me when I visit their School. These good sisters have a select School (Young Ladies Academy, which is second to none in the Province, and where young ladies acquire a good education, together with all the other accomplishments which may be useful to them. I must mention the senior department of boys, which is under the direction of Mr. Hugh Scallon, a young man of talent who spares nothing for the advancement of his pupils. In a word, Amherstburgh has nothing to envy in other Towns with respect to education.

CITY OF HAMILTON.

Archibald Macalium, Esq., M.A.—Pupils, Studies, Etc.—During the first session of the year, 4,539 pupils were enrolled ; during the second, 4,448, and in the whole twelve months 5,188—which is 336 more than entered our Schools in 1872, though the number in that year was 210 greater than that for 1871. The daily average attendance for the first half of the year was 3,282 ; for the second half, 3,163 ; and for the whole year, 3,229, in other words, of every 100 who entered School, over sixty-two of them attended the whole year. Ten years ago, it was only 54.4 and twenty years ago it was 52.8. It is the *daily average attendance*, not the number enrolled, that shows the effort, and in connection with the promotions, the success of the Teachers. The number between the ages of 5 and 16 years was 5,160 ; other ages, 28 ; boys, 2,702 ; girls, 2,486 ; between 5 and 10 years, 3,651 ; between 10 and 16 years, 1,509 ; and between 16 and 21 years, 26, and 2 over thirty years of age ; 28 are reported as living outside the city ; 251, which is only three more than last year, attended School less than 20 days ; 595 between 20 and 50 days ; 976 between 50 and 100 ; 909 between 100 and 150 ; 1,521 between 150 and 200 ; and 949, which is 107 over the same number in 1872, over 200 days, or the whole year. In the first book of Readers there were 2,200 ; in the second, 1,013 ; in the third, 1,315 ; in the fourth, 660. In reading, spelling, writing, arithmetic, Christian morals, Canadian geography, and general geography, all our pupils, 5,188, were engaged : in grammar and composition there were 1,545 ; in object lessons merely a beginning, 4,850 ; in some portion of Canadian history, 723, and in human

physiology, 342; in English history, 107; in book-keeping, 156; in vocal music to a small extent, 3,964; in drawing, quite elementary in its character, 4,935; and girls learning to sew, 530.

Taking the population of our city at 32,000, there should be 7,111 children between the ages of 5 and 16 years. Of these, 5,160 were for some portion of the year at the Public Schools; 1,600 were at the Separate Schools; 300 at the Collegiate Institute, of which 100 are counted in the P. S. statistics; leaving only 151 for the private Schools, including the day pupils (about 60) at the Wesleyan Female College, a number, I am sure, by no means too large. But 251 attended the Public Schools less than 20 days in the year; in 1872 the number was 248; and 595 between 20 and 50 days; in 1872, it was 474. Assuming the attendance at the other institutions to be as good as at the Public Schools, we have 74 more of the former, and 240 of the latter; making in all 325 at School less than 20 days, and 835 between 20 and 50 days in the year—numbers which are appalling, were it not that many of those whose stay with us had been so short, attended elsewhere for a longer or shorter period. My estimate is that we have in our city about 240 children whose education is greatly neglected.

In the first, or lowest grade, there were seventeen divisions of boys and girls; average age of pupils, 6·6 years; and during the year 1,571 were promoted a step higher. All our promotions are by a careful examination, and 60 per cent. of the marks possible in all subjects must be attained to entitle a scholar to the honours of this distinction. In the second grade there were ten divisions, boys and girls; average age, 8 years; 694 were promoted. In the third grade the number of divisions, boys and girls, was seven; average age, 9·2 years, and the promotions amounted to 563. In the fourth grade there were six divisions, boys and girls; average age 9·6 years, and the promotions were 539. In the fifth grade we had six divisions, one of boys, one of girls, and four of boys and girls; average age 10·2 years; promoted 407. In the sixth grade there were four divisions, two of boys and two of girls; average age 10·8 years; and there were promoted, 309. In the seventh grade we had four divisions, one of boys, two of girls, and one of boys and girls, average age 11·7 years; promotions, 245. In the eighth grade there were four divisions, two of boys and two of girls; average age 11·8 years; promoted 286. The ninth grade contained four divisions, one of boys, one of boys and girls, and two of girls; average age 12·5 years; promotions, 187. The tenth grade embraced two divisions, one of boys and one of girls; average age 12·5; promoted, 104. In the eleventh grade there were two divisions, one of boys, and one of girls; average age 13·5 years; promoted during the year 85. The special division, all boys, consists of three classes; average age 14·2 years. This is the only division except in the lowest grade in which we have more than one class; promoted 70. In the twelfth or highest grade there was one division of boys and girls; average age 13·8 years; promoted to the Collegiate Institute, 69. The average of ages in five grades was a shade higher than last year, in four grades the age was the same, and in three a trifle lower.

A statement extending over three years, shows the regular and great increase that has taken place in our School-going population. It also presents the very gratifying result that our daily average attendance by the constant care and labour of our Teachers, is more than keeping pace with the larger enrolments.

The number on the roll in December was 3,422; promoted by examination, 2,522; being a per centage of 73·7, which is 8·7 more than in 1872, and for a short session like the past, shows how unwearied were the efforts of our Teachers in accomplishing this result.

There were in December 68 Teachers and five paid Monitors engaged in teaching 68 divisions and sub-classes.

The Monitors referred to are engaged in aiding Teachers whose divisions are too numerous for one person to attend to them thoroughly. The Board allows me to employ them as occasion requires.

Analysis of Promotions During the Year.—At the close of the year, eleven Teachers promoted to a higher grade, 100 per cent. of their promotion classes—twenty two, between 90 and 100 per cent.; fourteen, between 80 and 90; thirteen, between 70 and 80; six, between 60 and 70; one, between 50 and 60. Ten Teachers promoted over 50 pupils; eleven, between 40 and 50; thirty-three, between 30 and 40; ten, between 20 and 30; three, under 20. Four Teachers promoted over 80 per cent. of the number registered during the session; fourteen, between 70 and 80; twenty-two, between 60 and 70; eleven, between 50

and 60 ; seven, between 40 and 50 ; three, between 30 and 40 ; seven, between 20 and 30. Twelve Teachers promoted over 90 per cent. of the number registered in December ; seventeen, between 80 and 90 ; eleven, between 70 and 80 ; ten, between 60 and 70 ; ten, between 50 and 60 ; five, between 40 and 50 ; and one, between 30 and 40.

Comparing the percentages of the numbers promoted in June and December with the numbers registered during the sessions, we find three Teachers had the same percentages, forty-three had higher in December, and twenty-one lower than in June. Taking the numbers registered in June and December, the last month of each session, we find the percentages of forty divisions higher, and twenty-seven lower in December than in June. Finally, taking the combined percentages of promotions on numbers registered during each session respectively, we find thirty-one divisions higher in June than in December, and thirty-six higher in December than in June.

* The daily average for the year was lower than last year. Our monthly percentages were on the whole lower, we closed before the legal day, and we had the great annoyance of too many *one-day* holidays. By examining the work performed during the last session of the year, it will be observed to compare very favourably with its predecessor in the advancement of pupils, attendances, &c. At the close of the year over 500 prizes were awarded to the successful candidates after a careful examination.

The enrolment in our Public Schools for the past year, 1873, we find, on inquiry, was 5,188, showing an increase of 336 over 1872 ; and the number of those who attended School the whole year in 1872 was 842, or *one* in six nearly ; in 1873 the number rose to 949, or *one* in five and a half nearly ; the exact percentages were 16.35 and 18.30. It is gratifying in this connection to find the number of pupils who attended School less than 20 days in 1873, only THREE more than in 1872. Could the actual results in Hamilton, notwithstanding some deficiencies and defects still existing, be compared with those of any other Municipality in our Province, we doubt not a large balance would be found in favour of the system pursued in this city for the past twenty years by the Board of School Trustees, hereafter to be styled "The Board of Education for the City of Hamilton."

A Comparison.—The following is a comparative view of the Hamilton School statistics for the years 1849 and the twelve months under consideration. What changes twenty-four years have brought about !

	1849.	1873.
Number on the roll (boys 654, girls 226)	880	5188
" 2702 " 2486		
Daily average attendance	359	3229
Percentage	40.8	62.8
Government grant	\$760	\$2,998
Amount paid teachers	\$2,487	\$21,936
Number of School houses	6	11

In each of these six School-houses there was probably but one room ; if so, the School-rooms at present would be more than eleven times as many. In 1849 there were twenty-six Private Schools, a Grammar School, and the Burlington Ladies' Academy—this last under the able and efficient superintendence of Dr. Vannorman, now of New York, whose removal from Ontario, like that of some others, has, in my estimation, been a great public loss. We find that even twenty-four years ago the new Board of School Trustees in Hamilton were putting forth a strong effort to erect a better description of School houses.

It is curious as well as interesting to find that some of the provisions of the School Bill just passed by our Legislature were advocated by the Teachers of the Gore District at a meeting held in this city early in 1850. Some of these recommendations were : that Trustees should be empowered to provide for the entire of the Teachers' salary (including the public money), either by fees or rate bill quarterly ; that Superintendents be selected from "persons who are, or have been, actively engaged in teaching ;" that Superintendents alone should grant certificates ; that the Provincial Board of Education should be composed in part of practical Teachers.

Cost per Pupil, &c.—The cost per pupil estimated on the number enrolled and amount paid Teachers was \$4.22 ; in 1870, \$3.91 ; the cost per pupil estimated on average attendance and amount paid Teachers was \$6.79 ; in 1862 it was \$7.55 ; total yearly cost per

pupil estimated on number on roll and current expenditure, \$6.32; for 1871 it was \$6.94; total yearly cost per pupil on average attendance and current expenditure, \$10.15; in Ottawa, for 1872, it was \$11.93; in 1862 it was \$10.53.

Income and Expenditure for the Year.—The sources whence the Board received the money expended for School purposes were: Government grant, \$2,998, an increase of \$404 over the grant for 1872; School fees, \$5,875.00; municipal assessment, \$29,770; rent of lane, \$1.00. Balance from 1872, \$863. The expenditure was as follows: Salaries of Teachers, \$21,936; other salaries, including the Inspector's wood and incidentals, \$6,455; prizes, maps, library, books and stationery, \$3,201; permanent improvements, \$6,690; repairs, \$1,189. Balance, \$35.41. Total, \$39,506.28.

During the year the following resolutions, reports, &c., were at various times adopted by the Board.

A petition was read from sixty-five Teachers, asking the Board to consider the question of salaries, and praying for an advance. In response to which, a committee, composed of Messrs. Ghent, Lister, Coumbe, Murray, Fielding, Bickle and Field was appointed.

Committee on Teachers' Salaries.—Mr. Field brought up the report as follows:—

That after holding three meetings, and upon due enquiry and careful comparison of the salaries paid in London, Brantford, St. Catharines, Toronto and Ottawa, the following is the recommendation of the Committee:

1. That the salary of Teachers for the first year after appointment remain as at present, at \$200 a year; that for the second they receive \$220 a year, and after two years' service they receive \$240 a year, which will be the *maximum* in the first or lowest grade.
2. That the salary in the second grade will be \$260 a year.
3. That the salary in the third and fourth grades will be \$275 a year.
4. That in the fifth grade, for teaching girls, the salary will be \$280, and for teaching boys \$290.
5. That in the sixth grade it will be \$280 for girls and \$300 for boys.
6. That in the seventh grade the salary will be \$300 for girls and \$325 for boys.
7. That in the eighth grade the salary will be, for teaching a division of girls, \$350, and for teaching a division of boys \$400 *per annum*.
8. That in the ninth grade the salary for teaching girls will be \$375, and for boys the salary will be \$500 *per annum*.
9. That in the tenth grade the salary for girls will be \$400, and \$600 for boys, as at present, *per annum*.
10. That in the eleventh grade it will be \$400 for girls and \$700 for boys a year.
11. That the salary in the special division remain at \$700 *per annum*.
12. That in the twelfth or highest division the salary remain as at present, \$800 *per annum*, and that the Inspector's salary be \$1,500 *per annum*.

In Toronto the salaries are much higher than in this city. For women they begin at \$300 a year, the next step is \$350, and the next \$500; and this takes place in each of the ten schools in that city. Here we begin at \$200, the intermediate steps are ten in number before they reach \$500, and this can be attained only in the Central School.

At a hint thrown out by a member of the Board, it was moved by Mr. Bickle, seconded by Mr. Murray, That the School now being erected on Victoria Avenue be known as the "Victoria School."—Carried.—*September*.

A communication from Messrs. Duncan, Stuart & Co. was submitted, offering to furnish prize books as cheaply as could be done in Toronto.—*November*.

Morals and Manners.—It is not enough that our pupils receive instruction in the ordinary branches of education. The development of the moral nature is of such importance to the individual and to society that its culture should receive careful attention. Every opportunity that presents itself should be improved in training our pupils in such habits as will help them to continue, or to become, truthful, honest, self-governing, and law-abiding citizens. Our social relations, the necessity and dignity of labour, our mutual dependence, the privileges of society, the benefits of government, should be taught by easy and familiar lessons and happy illustrations suited to the capacity of our scholars. Children soon catch the tone, manners and spirit of those with whom they have much to do. They will love and practise kindness, politeness, neatness, punctuality and truthfulness by the example of their Teachers; and surely it is not seeking too much to expect these traits in the conduct of every instructor

of youth. The development of character, the formation of right habits, the inculcation of correct principles, and showing our pupils how to learn, are the higher functions of the Teacher : in these neither precept nor discipline is so forcible as our conduct in living up to our profession. By such means a spirit of kindness and courtesy towards each other, respect for their superiors, love towards parents and Teachers, will be fostered and secured. Nothing is more desirable than a love for cleanliness, order, law, truth, and the God of these virtues. Scarcely a day passes that the School-room does not furnish abundant materials for inculcating the great moral truths common to all well-ordered minds ; and I trust all Teachers will improve these golden opportunities.

A portion of Scripture is read and the Lord's prayer repeated every morning by each Teacher, and on Tuesday and Thursday the Ten Commandments form a portion of the opening exercises for the day.

Victoria School, on the corner of Victoria Avenue and King William Street, was erected during this year—the finest School-house in the City with the single exception of the Central School building. Its cost will be about \$14,000, and its object is to accommodate the children living in the eastern part of the city. Where a few years ago there was a large tenantless common, now we find a dense population, and in the midst the Victoria School. The lot of land is 104.6 feet on Victoria Avenue, and 141.6 feet on King William Street, containing 1,680 square yards, or one-third of an acre. The building is of red brick, with cut stone facings, two stories high, surmounted by a tower, on which is a vane, and in which, I trust, we shall soon have a bell and a clock. Nine divisions can be accommodated, as the house contains that number of rooms, which is one room more than the Murray Street School. The height of the ceiling is 14 ft. 9 in. down-stairs, and 14 ft. up-stairs, so that each pupil will have far more than the legal amount (100 cubic feet) of breathing space. Two coal furnaces (one a Harris, the other a Mills), at a cost of \$450 and \$268 respectively, are to provide the heat necessary in inclement weather. A large hall up and down stairs runs the whole length of the building, and the best facilities are provided for ingress, egress, and ventilation. A peculiarity marks this School-house—galleries have been dispensed with. By this arrangement the pupils may occupy the same room during the whole session ; they will have desks for writing notes, dictation, &c., at all times. All appliances, maps, abundant blackboards, calculators, etc., are provided. Our excellent city water has been introduced. Out-houses, plankings round the building, fences, etc., of the best description, will inclose and complete the whole. The furniture is of oak, the desks double and folding, and reflects the greatest credit on Joseph Hoodless, School furniture manufacturer in this city, who had this part of the contract. We expect to be in it by the middle of this month, and when finished, this building will be a credit to the Trustees, a blessing to the rising generation, and an ornament to the locality. Such should every School house be.

General Remarks.—The year passed without a single unpleasant event. The library still affords mental pabulum to many of our pupils, some thousands of volumes having been taken out during the year. The printed forms, especially the weekly reports to parents, greatly aid the teachers, as they constitute a reliable means of communication between the School and home. Of the Honor Cards it needs only be said that during last session 13,468 were given. This number will appear much larger when we reflect that a single mark for absence, lateness, misconduct, or imperfect recitation, prevents a pupil from receiving this mark of approbation for the week.

Teachers' Authority.—Occasionally it is questioned whether or not the School authority extends over pupils on their way to and from School. Dr. Ryerson, our Chief Superintendent settled it years ago. He stated : "The discipline of the School, and therefore the authority of the Teacher, extends to all pupils from the time they leave their parents and guardians until they return to them. Pupils are as responsible to the authority of the School for the wrongs they do their fellow-pupils, or other improprieties they commit on their way to and from School, as if they did such things on the School premises, or in the School. If pupils were not responsible to the School authorities for their conduct going to and from School, endless irregularities might be committed with impunity by pupils ; neighbour would be set against neighbour by the alleged improprieties of each other's children, and School discipline could not be maintained. Of course the responsibility of a Teacher is as extensive as his authority."

By the recent census, the number of blind persons in our city is set down at 19, and of

deaf and dumb at -- ; nearly all of them, however, are over School age. As our local Government has made ample provision for the education of these unfortunates, I am going to try and find them out, and, if possible, have those of suitable age sent to the institutions provided for them.

Two recommendations bring my report for 1873 to a close : the first, regarding vocal music, the second, compulsory attendance at School.

Vocal Music.—Boston spends about \$30,000 annually on vocal music in its Public Schools. Singing is pleasant, healthful and ennobling ; it aids, instead of hindering progress in other studies ; while, as a means of cheerfulness in the family circle, as a means of making home more attractive in after-life, its value can hardly be over estimated. Its power as a direct means of mental discipline is very great. Its attractiveness as an amusement or relaxation from laborious study is excellent. Its advantages in after-life to the pupil, both as a social and a religious being, are abiding and highly beneficial. In Germany vocal music is one of the ordinary School studies ; and, finally, every person can sing if instructed in early life.

On these considerations, I would recommend the Board to make provision for the introduction of music in the Public Schools ; and that hereafter those applicants for situations in our Public Schools who can teach music and drawing, other things being equal, should be preferred.

Should the Board make provision for this subject, it will be, I trust, with the distinct understanding that the pupils shall be instructed in the theory of music, to read the notes, &c., and not to have their time frittered away in singing by ear, thus defeating the object we have in view in introducing it.

The second recommendation is, that the compulsory clauses of the School Bill should be efficiently enforced. The following, among many other reasons, are assigned in favour of this course :—

Compulsory Education.—It is a crime against society to allow any child to grow up uneducated. As the property of all is taxed for the education of all, so every member of the community should be compelled to receive that education which will qualify for the efficient discharge of duty in after-life. On no other principle can free government be maintained, nor the right of franchise be exercised with intelligence for the public weal.

Unless the State educate the children of the State, they will remain ignorant, and the State, in self-defence, must punish at a much greater expense, many of those who, if educated, would have been ornaments of society, but uneducated become the tenants of jails and penitentiaries. New York City pays more to punish criminals than to educate the School population. In England, the denominational system was tried for many years, and the result is that to-day, one-third of the people of England and Wales can neither read nor write. The violent riots at the recent elections are attributable to this sad state of affairs. Where the people are educated there are no election riots. In France, one-half the people are ignorant and this half furnishes ninety-five per cent. of those arrested, and eighty-seven per cent. of those convicted of crime. In the New England States only seven per cent. of the people over ten years of age are unable to read and write ; but this percentage, low as it is, commits eighty per cent. of the crime. In New York and Pennsylvania, a person ignorant of the branches just referred to, commits seven times as many crimes as onewell instructed in them ; in the United States as a whole, it rises to ten times.

Education, to be general, must be secular. Religious education may safely be left to parents, Sabbath schools, and ministers of the Gospel. However highly the Church may be estimated, without the aid of the School-house its influence in restraining crime is quite limited.

From the following Table, which was compiled for Bavaria in 1870, it will be observed that, as School-houses increase, crime decreases :—

	Per 1,000 Building.		Per 100,000 souls.
	Churches	Schools.	Crimes.
Lower Bavaria	10	4½	870
Lower Palatinate	11	6	690
Upper Bavaria	15	5½	667
Upper Franconia	5	7	444
The Palatinate	4	11	425
Lower Franconia	5	10	384

As education increases, pauperism also disappears. What is true in Europe is found to be true in America. In Ohio, Illinois and Pennsylvania, one pauper is found in ten illiterate persons, while of the rest of the population it takes three hundred to furnish one beggar.

From crime and pauperism arise the great expenses of Government, whose chief functions are the maintenance of order and the administration of justice; by educating the whole people, the former will be greatly lessened, while the latter will be maintained at much less expense. Now that our Government, with the aid of the voluntary self-taxation of the people, has placed the necessary amount of education within the reach of every person in our Province, our authorities should go one step further, and require that every person should be educated. This can be attained only by the compulsory system; wherever it has been thoroughly tried the results have been truly marvellous, and it has invariably become a fixed policy.

In Boston such a law has been in existence since 1853, and during the last ten years, truancy has been reduced sixty per centum. The same law has been adopted in New Hampshire, Connecticut, Rhode Island, and Michigan; London the Great has followed this noble example, with this difference, that the power is discretionary. In New York State, the necessity of such a law is manifested from the fact that the average attendance at the Public Schools is only one-third the School population, and at all Schools, public and private, one-half. In our own happy Ontario, things are better—though there are 58,380 over 20 years of age who cannot read, and 93,380 who are unable to write—but by no means so good as a compulsory law would speedily place them. In the Province of Quebec there are 191,860 of the former, and 244,730 of the latter class. The difference between our School population and the number enrolled, is over 41,000, and over 42,000 attended less than 20 days, making over 80,000 whose education is criminally neglected; of these, 12,323 are between 7 and 12 years of age, none of whom attended any School. The statistics of the cities in our Province have previously been given. It is earnestly hoped that our law on this subject will no longer remain a dead letter, but that the friends of education, of progress, and humanity, will not only wipe out the crime of neglect, but rejoice in the happy future that such a law, kindly but firmly administered, will secure in the coming times. I am happy to add that, the Trustees have already made arrangements for the introduction of vocal music in the Central School; success, I doubt not, will follow.

CITY OF KINGSTON.

Prof. N. F. Dupuis, M.A.—Since accepting the office of Inspector, I have constantly endeavoured, and I believe with a goodly portion of success, to bring all the Schools of the City into a uniform method of working. That they are now doing so to a considerable extent, you will observe from the nature of the answers given to the questions asked in the detailed Report.

The evils against which the Schools have to contend, are, (1) irregularity of attendance, arising from the indifference of parents, or the willingness of many to allow their children to absent themselves from School upon the most trivial excuses, or the readiness with which they keep them at home to serve the most insignificant ends. (2) The very questionable policy of transferring pupils from School to School, in order to gratify some notion of the pupil, or some spleen of the parent; and (3) the consequent overcrowding of certain Schools having popular

Teachers, and the decimating of others which are in reality as good, but not quite so favourably looked upon by the public.

To correct these evils, and especially the last one, I have tried in vain, and I have consequently come to the conclusion that the last one cannot be eradicated without a complete change in our City School organization. I propose, therefore, to endeavour to centralize the higher classes, *i. e.*, to have but one male fourth class, one male third class, one female fourth class, and one female third class in the City, and to arrange these according to the accommodation offered by the larger School-buildings, retaining at the same time a first and second class in every School.

In this way parents will be deprived of a *choice* in the higher classes, and as a consequence the Schools can no longer suffer by the exercise of that choice.

During the past year I acted upon the plan of holding, personally, periodical and stated examinations for promotion from one class to another, and although it is in one sense depriving the Head Teacher of a part of his privileges, yet I have found them, in all cases, quite willing to relinquish it, as it relieves them from an unenviable position, and gives a degree of satisfaction not attained by any other method. To successful candidates I have given tasty promotion cards, stating the class into which they have been promoted, with the date, and these in nearly all cases, are looked upon by the recipients in the light of a valuable prize won by their own industry. In this way I have examined and promoted above four hundred pupils during the past year.

The Library is a central one for the whole City, and I believe it is largely patronized by the public. The salaries do not express in all cases what the Teachers received, since to some of them *bonuses* were given for special services in connection with particular Schools, or for other things.

TOWN OF BROCKVILLE.

William R. Bigg, Esq.—There are four School-buildings in the Town, viz : 1st. A commodious stone Central School-house, one and a half stories high, containing six class rooms, and two gallery rooms.

2nd. The East Ward Primary School, containing two rooms.

3rd. The West Ward School, a handsome stone structure, erected in 1871, at a cost of \$4,000, containing four rooms.

4th. The Roman Catholic Separate School, which occupies the old Catholic Church, consisting of one large room.

Two of the rooms of the Central School are at present used by the High School, with which the Public School is united. A staff of ten Teachers is employed in the Public School department, and two in the High School department, the various rooms being well supplied with suitable maps, seats and desks, as well as with apparatus sufficient to illustrate all the subjects taught.

The Roman Catholic Separate School employs three Teachers, who labour under a great disadvantage, in consequence of being compelled to teach in one and the same room, the School also being indifferently supplied with maps, and having no globes and apparatus of any kind, nor commodious seats and desks.

The number of children attending the United High and Public Schools during the year, will not exceed an average of six hundred, while the number on the roll during the same period will be in excess of nine hundred, showing an average attendance of only two-thirds of the Protestant School population. The Roman Catholic School will shew about three hundred on the roll, and an average attendance of about one hundred and fifty, thereby indicating, that only about one-half of the Catholic School population attend. The sums paid for Teachers' salaries in the High and Public Schools amount to \$4,600 per annum, and in the Separate School, to only \$750 per annum. Reckoning on the sum paid to Teachers, the cost of education per pupil in the former is about \$8, and in the latter, \$5.

With regard to classification, and the carrying out of the Official Programme, I have to report that the regulations are complied with as far as practicable, in both Schools, (but of course more strictly in the High and Public Schools) than in the Roman Catholic Separate Schools. The former is better graded, and each class in charge of a separate Teacher, while in the latter each Teacher has two or three classes to look after. Yet the difference in point of education is not so much as might be expected, when these circumstances

are taken into consideration, coupled with the fact that only Third Class certificated Teachers are employed in the Roman Catholic Separate School. In both Schools the principal subjects taught are reading, spelling, writing, grammar, arithmetic and geography. The so called *advanced classes* vary in their attainments in algebra, natural philosophy, mensuration, history, and the natural sciences, which knowledge may be simply described as purely elementary. The great defect is a want of thoroughness, the pupils being hurried on before they have mastered the groundwork, hence the superstructure is built on a bad foundation. Only a comparatively few of the oldest and best scholars are capable of passing for Third Class Teachers' certificates, which feat is often performed by pupils from the Rural Schools, so that I am forced to the conviction, that the status of the upper classes is not what it should be, nor commensurate with the cost.

With regard to the effect of Union High and Public Schools, I beg leave to refer you to my "Report on the Rural Schools in the First Division of Leeds," to save recapitulation.

In conclusion I may mention, that in Gananogue a handsome and roomy frame building has just been finished, but as I have not yet seen its interior, I must defer speaking of the increased School accommodation of that Village till next year.

TOWN OF CHATHAM.

Rev. A. McColl.—The condition of the Schools is not unsatisfactory. What I ventured in my last Report to express as a hope, has been realized, although there is still great room for improvement. Progress, however, has been made, and I have no doubt, that in the ordinary course of things, the improvement for the current year will be equally marked.

The number of Teachers employed by the Board in 1873, was 16. There is one Coloured School, in which two Teachers are employed. Towards the close of the year, there was a keen agitation as to whether there should be for the future, any *separate* Coloured School. The Board of Public School Trustees have by a resolution thrown open all the Public Schools to pupils irrespective of colour. On what the issue will be it is premature to hazard, as yet, an opinion. One thing is, however, very clear, that there exists a strong and adverse feeling on the subject. There was another building erected in 1873, for School purposes. It is called the Princess-street School-house. The cost was \$5,345. It is two storied, and the material is of stone and brick. It is 37 by 48 feet, with a porch in front 6' 6" × 6'. There are two School-rooms, each 12'—6" × 35'; and two class-rooms, 12 × 12'—6". There are two Teacher's closets 4' × 12'—6"; and the ceilings are 12 feet high in the clear. The School-rooms have seats for 220 pupils. The building fronts King-street, and the ground attached thereto is a square, of which the side is *two hundred* feet.

There was no addition made to the Libraries in 1873; but at the last meeting of the Board (in February, 1874) there was a certain sum voted for that purpose.

The examinations by the Inspector are quarterly, and occupy seven or eight days each time. There were twenty pupils from the Town Public Schools, admitted into the High School, in 1873.

The Department having called the special attention of the Board to the regulation on merit cards, it was immediately resolved to remedy the defect; but owing to delays apparently unavoidable, the cards did not come to hand till near the end of the year; and it was deemed inexpedient (owing to the great changes contemplated in the conduct of the Schools) to distribute them before the reopening of the Schools in January of the current year, and they were then distributed.

Two additional Teachers have been employed by the Board for 1874.

TOWN OF GALT.

Rev. James B. Muir, M.A.—In submitting to you my Annual Report of the Public Schools of this town, I have to state that, as required by the School Law, I have inspected them twice during the past year, spending the required number of days in so doing. I have to write in terms of the highest commendation of the excellent condition of the out-door premises and in door arrangements and furniture which are, I believe, as complete as any in this or any other Province in Canada. The primary division (for the Public Schools are divided into eleven divisions, and six classes) was transferred from the Central Public School to a

separate School. This transference has, at present, put an end to over-crowding in the former place, and preventing premature promotions in the various divisions and classes. There is now sufficient accommodation for all the pupils who attend School. A general register, prepared and furnished by the Educational Department, has not been obtained. I have urged the Trustees to procure one, so that a record of the progress and promotions, &c., of every scholar may be kept for reference and comparison. In the course of my semi-annual inspections, special attention was paid to the three "R's," and I have to state that, upon the whole, these subjects are taught with efficiency and success. The other subjects are also well taught. The programme of studies and the limit table are nearly carried out in their entirety. Natural history, moral lessons, agricultural chemistry, and vocal music are the exceptions. During the last year the average attendance was considerably higher than it was in 1872. On the School registers I find that the number of pupils was upwards of 900, and that the average attendance was 737, for the past year. It is my deliberate conviction that, during the last two years, our Public Schools have improved twenty per cent. I would, however, mention that, in the matter of regular attendance there is considerable room for improvement. Parents cannot be too anxious in sending their children regularly to School, and besides, there is a compulsory clause in our Education Bill, requiring all children between 7 and 13 years to attend School.

During the past year, as Public School Inspector, I concluded three Entrance Examinations at the Collegiate Institute. Upwards of 100 candidates were examined, of whom a large percentage succeeded in obtaining the requisite number of marks for admission. These entrance examinations are becoming every year more difficult, and the work now connected with them is very heavy. I am convinced, however, that they are necessary, and whatever discretionary powers may be granted to the C. I. Local Examiner, in regard to pupils coming *ab extra* to attend the Collegiate Institute, I am satisfied that no boy or girl residing in Galt, should be admitted in the number of Collegiate Institute Pupils, until they had passed such an examination as they could easily pass if they had gone through the three highest classes in the Public Schools.

TOWN OF GUELPH

Rev. Robert Torrance.—The total number of pupils enrolled was 1497, or 52 less than for the preceding year, all of whom, with the exception of 19, were between five and sixteen years of age. Of these, 122 were in the School taught by Miss Hutchinson; 123 in that taught by Miss Maddock; 111 in that taught by Miss M. Lagan; 73 in that taught by Miss Holmwood; 77 in that taught by Mr. Ferguson; 96 in that taught by Mr. Cullen; 100 in that taught by Miss Auld; 135 in the Senior Girls' School, under Miss Walker and Miss Thexton; 59 in Miss Addison's; 94 in Mr. Anderson's Department, at the North Ward, and 152 in Miss Smith's; 89 under Miss McNaughton; 101 under Miss Barclay; 109 under Miss Jackson; and 56 in the Senior Primary School, under Mr. Cooley.

Of the total number, 644 were boys, and 853 were girls. Of these, 894 were between five and ten years of age; 584 were between ten and sixteen; and 19 between sixteen and twenty-one. While the number of pupils enrolled is 1497, and the School population even greater, the accommodation provided is sufficient for only 920.

Arranging the pupils according to their periods of attendance, 230 attended less than 20 days; 288 between 20 and 50 days; 421 between 50 and 100 days; 334 between 100 and 150 days; 276 between 150 and 200 days; and only 48 between 200 days and the whole year.

The aggregate attendance for the first half year was 81,303, giving an average of 677 $\frac{1}{2}$; and for the second half year, 65,513, giving an average of 727 $\frac{1}{2}$.

Arranging the pupils according to the branches of instruction they were pursuing, there were 566 in the first class; 652 in the second; 281 in the third; 207 in the fourth; 96 in the fifth, and 95 in the sixth, showing that by far the greater number were studying only the primary branches. For this several reasons might be alleged, but the state of matters it presents is one deserving the serious consideration of all that take an interest in educational subjects, and that desire to see the children of the municipality properly instructed at the period of life allotted by Providence for that purpose. No doubt one great cause is to be found in the desire of parents to avail themselves at too early a period of the earnings which

their children can make, and the opportunities which stores and manufactories afford for children's labour, in the disposition of employers to engage children, because of the higher wages which must be paid for the labour of grown-up persons. Account ought, also, to be made, of the course of instruction that has been prescribed and rendered imperative in our Public Schools, embracing subjects which, while valuable in themselves, are not thought necessary by parents for their children, and who, consequently, grudge the time devoted to them, and the expense that must be incurred in the purchase of text-books. The Inspector would hazard the opinion that there are fewer children at our Public Schools now in the fourth and fifth books, than there were before the programme now in force was adopted.

Spelling has been taught to 1463 pupils; reading to 1363; arithmetic to 1385; grammar to 753; 703 have been taught from object lessons; 697 have been in composition; 850 in general geography; 634 in Canadian geography; 145 in ancient history; 205 in Canadian history; 257 in English history; 168 in human physiology; 67 in natural history; 168 in natural philosophy; 194 in agricultural chemistry; all of them girls: 135 in botany; 150 in algebra; 33 in geometry; 33 in mensuration; 125 in book-keeping; 135 in domestic economy; 1340 in linear drawing; 1441 in vocal music; and 135 in gymnastics.

All the Schools are furnished with blackboards, and all but one with maps, of which there are 53, twelve of these being of the World; 8 of Canada; 23 of the Continents, and 10 of other places. There are two globes, one in the Senior Primary, and the other in the Senior Girls' Schools, and in eight of the Schools there are object and tablet lessons.

In the course of the year, 300 School Visits have been made; 102 of these by the Inspector, being an average of nearly seven to each School; 15 by clergymen; 70 by Trustees, and 113 by other persons.

From the Financial Statement, it is ascertained that the actual expenditure on the Public Schools, for all purposes, for the year, was \$7,572.75, or a trifle less than \$5.06 per pupil.

Of this sum, \$757 were received as Legislative Grant, being an average to each pupil, of a little over fifty cents. Of the amount asked from the Town Council, \$7053.96 have been expended, and this gives us the cost of each pupil who has been attending School, an average of \$4.71. Of the total sum expended, \$4,620.35 have been paid Teachers, or an average to each one, of \$288.77, and showing an average cost of each pupil, of about \$3.08. Looking at these figures, the Inspector thinks it may be affirmed that the Board has been managing the educational interests of the town with a regard to economy, and he is persuaded that if the outlay on the cities and other towns of Ontario, was available for comparison, it would be found that the people of Guelph have no reason to complain of an extravagant expenditure upon their Public Schools.

The Inspector has conducted his Quarterly Examination of each School, and reported same in due course to the Board. Two of these examinations were for promotion from lower to higher divisions. He has laid before the Board, at the close of each Quarter, the names of those who passed the prescribed examination. He has also given in a monthly report, showing the number of pupils under each Teacher; the number of boys and girls separately, with the aggregate and average attendance.

In the course of the year, 17 Teachers were in the employ of the Board, but one of these, Miss Walker, tendered her resignation, which was accepted with regret, that she might take the position of Lady Principal in the Ladies' Presbyterian College, Ottawa. Miss Eliza A. Walker was then promoted to the situation thus thrown vacant, and another Teacher was engaged to fill her place. The old Baptist Chapel was rented by the Board and fitted up as a School-room, and Miss Addison was removed to it in charge of the fourth class. At the West Ward School, a third room was provided, and in the month of September, Miss Barclay was put in charge of a number of children who were removed from Miss Jackson's room, which had long been over-crowded. At the Senior Primary School, Mr. Cooley had engaged to take the place of Mr. Hutton, who had resigned at the close of the year, after having been for a considerable period in the service of the Board, but having been cut off by death before he could enter upon his duties, his place was taken by a younger brother, whom he had sent forward to be his substitute when he was taken ill, not anticipating that his disease would have a fatal termination.

The Schools are, on the whole, well supplied with maps and apparatus, but some of them are in need of more suitable furniture than that which they now possess. No change of building has taken place, with the exception to which allusion has been already made. Six

Teachers are still employed in the building rented from Mr. Day ; a building which is altogether unsuitable for School purposes, and which the Inspector has felt bound to condemn more than a year ago. At the South Ward, in the Senior Girls' and in the North Ward, two Teachers are employed in each building ; at the West Ward, three ; and in the old Baptist Chapel, one. All the premises, which are the property of the Board, are fenced in, but there are none of them planted with trees. At all of them there are woodsheds, but in none of them is there a well, nor has any of them, with the exception of the North Ward, sufficient premises attached to afford play ground for the children.

All the Teachers have been applying themselves, on the whole, faithfully to their duties, and some of them are deserving of warm commendation for the earnestness and diligence they manifest. But, to quote the words of one who, while in Canada, occupied a prominent place as an educationist, 'It is neither unkind nor censorious, nor more than might be said of any number of labourers in other spheres, to say that all are not of equal merit, nor do all manifest the same degree of earnestness and diligence in the discharge of their duties. Some have, obviously, less aptness for the work, and less delight in it, and would, doubtless, consult their own comfort and usefulness without any disadvantage to the Schools, were they to turn their thoughts to some more congenial vocation.'

The principal event in the School History of the Municipality during the year has been the commencement of the new Central School Building. By a considerable majority, the rate-payers of the town have shown that they were in favour of proceeding to the erection of a new School-house, in which proper accommodation would be furnished for the children of the town while pursuing their education. That house is now in course of being built, and no doubt, the Board will see to its early and proper construction. When finished a great want will be supplied, and means provided for the more efficient management of the town's educational institutes.

The attempt begun in 1871, and continued throughout 1872, to bring the Schools up to the standard prescribed in the programme from the Council of Public Instruction, has been carried on, so far as was attainable, during the year which this Report covers, but the Inspector must say, not with complete success. Report has been made to the Education Department of the points on which there was failure, in the Detailed Special Report forwarded by me in December last.

TOWN OF PARIS.

Rev. T. Henderson.—The School Library is not much used, that of the Mechanics' Institute being preferred.

Pupils receive Monthly Reports, and, as rewards for proficiency, Certificates of Promotion to a Higher Form. Inattention, bad conduct, &c., are punished by Discredit Marks and Impositions—Corporal Punishment is resorted to in extreme cases, it has not, however, been necessary to inflict it in a single case during the past year.

TOWN OF PETERBORO'.

James Stratton, Esq.—The number of Candidates (98) for promotion to the Collegiate Institute here, was large, and the time being so close to the holidays may have been untoward for some of them, but I think I may safely say the examinations were reasonably satisfactory.

The Public School Departments are under the management of very efficient Teachers, and the desire of the Board and the Principal is to secure the best Teachers, and require of them faithful work. In the matter of salaries our Board is liberal, with a view to securing the best teaching talent possible. The attendance of pupils is yearly on the increase, and to meet this increase the Board is now preparing to erect a commodious Ward School in the south of the town, to be followed by one in the north of the town. Each of these new buildings is calculated to accommodate about 250 to 300 children, and will cost about \$5,000 (each). This also indicates the liberality of the School Board, and the interest it takes in the education of the youth of this town. Under the prudent control of Principal Dixon, the School in both the Public and High School Departments, is prosperous, and positively popular with the citizens. This is borne out by the fact that no private School of any importance exists in the

town, parents preferring to send their children to the Public School or to the Collegiate Institute.

In the matter of Libraries, our School may be said to have none. But our Mechanics' Institute is in a flourishing condition, with a well selected Library, which is circulated to members, the books reaching numerous families.

The Examiners here approve of the preparation of the papers by the Department, believing that in this way uniformity of standard is more easily attainable, which is certainly desirable. The questions sent down, if we except No. 3 in Arithmetic, which results in a negative quantity before multiplication, were not too difficult. Penmanship may be taken into account, but some consider it of little value, and give little attention to it. Permit me to suggest that considerable latitude be given in the penmanship of pupils entering for a classical course, as time to them is valuable just now, and they will, in all probability, make up hereafter for present defects in their penmanship. It is also well known that many excellent pupils are inferior writers at the ages of thirteen to fifteen years.

Notwithstanding that an opinion prevails that the Examinations of 1872, were not of a character to be satisfactory to the Inspectors of High Schools, as they were conducted according to law, I think the result should not now be questioned, especially in reference to pupils in the classical course. Everything done in good faith should be considered final—using due care for the future, unsettled regulations do not establish confidence in our Institutions, nor should legislation be retrospective; let us *go on* to perfection.

Permit me to suggest that the times for the Examinations be fixed or permanent from year to year; then Teachers could not complain that “they have been taken unawares.” There is not much in this suggestion, but to carry it out would prevent cavilling, and yet would not seriously interfere with the work of the Department.

I have only to add that the minimum standard fixed by the Examiners here was fifty per cent. of all the work, and not one was passed who failed to obtain that per centage. Many of the pupils took over seventy-five per cent. and some of them over eighty per cent. of the whole work. A few failed from well known causes—absence from their classes for lengthened periods being the principal one.

The question of the Departmental “Book Room” has engaged no little attention, and the various opinions of interested persons have been placed before people. That the “trade” is interested in securing the whole business no one doubts for a moment, and owing to this they have been crying down the Department “book trade.” There can be no two opinions as to the cause. There have been other causes militating against the Department in this respect, but my opinion is that the “trade” would not supply the same class of books at the same prices. Unless at an increased rate to the reading public, they could not be obtained, and, indeed, never would have been purchased or circulated. The Department in sending out wholesome reading matter at a cheap rate, has supplied a want the “trade” could not have reached while the settlers were struggling to maintain their existence in the early settlement of the country. Give the people healthy reading matter of a moral and ennobling tendency *cheap*, and to the people it is of little consequence who supplies it.

These remarks take up all the ground I can now undertake to refer to. More extended information will be gladly given at any time required. Progress is the watchword, and as this has been in the foreground all along, I do not fear for the future of our Educational Institutions.

TOWN OF ST. CATHARINES.

John H. Comfort, Esq., M.D.—I have nothing special to report in reference to the condition of the Public Schools of the Town during the past year. I am glad to be able to say that as time lapses the organization of our Schools becomes more perfect, and the teaching more systematic and thorough. The subject of drawing was introduced in the Central School in the early part of the year, for the first time, and the results have been highly satisfactory. A new Primary School will be opened in a short time in St. Patrick's Ward, which will relieve the Primary Schools in each of the adjoining Wards from their present overcrowded condition. Our Public Schools are meeting with increased favour and patronage from all classes of the community, and under the zealous and devoted staff of Teachers now employed, continued success and favour will, I am confident, attend our efforts in the cause of education in the Town of St. Catharines.

TOWN OF SIMCOE.

James J. Wadsworth, Esq., M.A., M.B.—I am happy to report that the Public Schools of this town are in a prosperous condition. The attendance for 1873 was larger than in previous years, and the number of Divisions has increased to five. The Trustees have manifested their usual energy in maintaining First Class School accommodation, and the labours of the teaching staff have been highly successful. It is the ambition of the School authorities here to have their School stand in the first rank in every respect. The building, a perspective view of which appeared in the *Journal of Education* sometime ago, is of such a character as to impress the pupils with a sense of the importance of education. It is kept in a condition calculated to inspire among those in daily attendance, a love of order, of cleanliness, and of industry. The elegance of its surroundings—its lawns, shrubbery, gravel walks, terraces and flower gardens, cannot fail to engender a love of the beautiful, and a detestation of all that is slovenly and squalid. The value of the stimulus thus afforded to habits of industry and frugality can hardly be over-estimated. Admiration easily ripens into emulation. If any pupil passes from this School to enter upon the duties of life destitute of taste, of love of home, of patriotism, content to float through existence in idleness, poverty, and squalor, his predilection for wretchedness certainly cannot be charged upon the Trustees. I am glad to say that the Principal of the School, D. C. Sullivan, Esq., LL.B., is a thoroughly trained Teacher, and that he is aided by the harmonious co-operation of an efficient staff. In my detailed report the precise standing and progress of the classes are fully set forth. It will also be seen that the School library was reopened last summer, and that it is highly valued by the people. It is to be regretted that it is of so limited extent. The great educational want here now is a good library. The children acquire a taste for reading, but have little opportunity of gratifying it. The wholesome influence of a good reading room and library is imperatively required. It is expected that the Mechanics' Institute will unite with the School Trustees in supplying this want during 1874.

APPENDIX C.

GENERAL REGULATIONS FOR THE ORGANIZATION, GOVERNMENT, AND DISCIPLINE OF HIGH SCHOOLS AND COLLEGIATE INSTITUTES IN ONTARIO.

Prescribed by the Council of Public Instruction on the Thirty-first day of March, and Twentieth day of May, and Approved by His Excellency the Lieutenant-Governor in Council on the Twenty-fourth day of June.

I. TERMS, HOURS OF DAILY TEACHING, HOLIDAYS, AND VACATIONS.*

1. *Terms.*—There shall be *four* terms each year, to be designated the winter, spring, summer, and autumn terms. The winter term shall begin the *seventh of January*, and end the *Tuesday next before Easter*; the spring term shall begin the *Wednesday after Easter*, and close the *last day of June*; the summer term shall begin the *sixteenth day of August*, and end the *Friday next before the fifteenth of October*; the autumn term shall begin the *Monday following* the close of the summer term, and shall end the *twenty-second of December*.

2. *Hours.*—The exercises of the day shall not commence later than *nine* o'clock a.m., and shall not exceed *six* hours in duration, exclusive of all the time allowed at noon for recreation, and of not less than *ten* minutes during each forenoon and each afternoon. Nevertheless, a less number of hours of daily teaching

* High and Public Schools united are subject to the following regulations, affecting holidays and vacations in High Schools. In order also to enable the Education Department to make an equitable apportionment to Roman Catholic Separate Schools in cities, towns and villages where united High and Public Schools exist, it is required that both the Public and Separate Schools shall observe the regulations affecting holidays and vacations in High Schools.

may be determined upon in any High School, at the option of the board of trustees.

3. *Holidays*.—Every Saturday shall be a holiday; or, if preferred by the board of trustees and head master of any High School, the afternoons of Wednesday and Saturday in each week shall be half holidays. All days declared by law to be public holidays, shall be holidays in each School. The anniversary of the birth of our Sovereign, Dominion Day, any local municipal holiday, and such day as may be appointed by the Governor, or other competent authority, for Public Fast or Thanksgiving throughout the Province, shall be holidays in all the High Schools of Ontario.

4. *Vacations*.—There shall be three vacations in each year; the first, or spring vacation, shall begin on the Wednesday next before Easter, and end on the Tuesday next after it; the second, or summer vacation, shall begin on the first day of July and end on the fifteenth day of August, inclusive; and the third or Christmas vacation, shall commence on the twenty-third day of December and end on the sixth of January.

[NOTE.—No lost time can be lawfully made up by any master or teacher on any holiday, or during the vacations.]

5. *All Agreements* between Trustees, Masters and Teachers shall be subject to the foregoing regulations; and no Master or Teacher shall be deprived of any part of his salary on account of observing allowed holidays and vacations, or for sickness, as provided in Regulation 5 of the "*Additional Duties of Masters and Teachers*." Masters and Teachers shall be entitled to the holidays or vacations immediately following the close of their period of service.

6. *Examinations*.—The public half-yearly examinations required to be held in each High School [by the *eighth* clause of the *twenty-fifth* section of the Ontario Consolidated High School Act] shall take place, the one immediately before the Christmas holidays, and the other immediately before the summer vacation. (Examinations for scholarships, etc., shall be conducted as prescribed in Regulation fifteen of chapter seven of these Regulations.)

[NOTE.—See General Regulations, and note, in the "*Additional Duties of Masters and Teachers*" (number 9), in regard to Masters and Teachers visiting other schools.]

II. RELIGIOUS AND MORAL INSTRUCTION IN THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

1. As Christianity is the basis of our whole system of elementary education, that principle should pervade it throughout.

2. The High School, or Collegiate Institute, being a *day*, and not a *boarding* school, rules arising from domestic relations and duties are not required, and as the pupils are under the care of their parents and guardians on Sundays, no regulations are called for in respect to their attendance at public worship.

III. OPENING AND CLOSING EXERCISES OF EACH DAY.

With a view to secure the Divine blessing, and to impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommends that the daily exercises of each High School and Collegiate Institute be opened and closed by reading a portion of Scripture, and by prayer. The Lord's Prayer alone, or the Forms of Prayer hereto annexed, may be used, or any other prayer preferred by the Trustees and Head-Master of each school. But the Lord's Prayer shall form part of the open-

ing exercise, and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil should be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the Head-Master of the school.

FORMS OF PRAYER:

(BEFORE ENTERING UPON THE BUSINESS OF THE DAY.)

Let us Pray.

O Lord, our Heavenly Father, Almighty and Everlasting God, who hast safely brought us to the beginning of this day, defend us in the same by Thy mighty power; and grant that this day we fall into no sin, neither run into any kind of danger, but that all our doings may be ordered by Thy governance, to do always that is righteous in Thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the Giver of every good and perfect gift, the Fountain of all wisdom, enlighten, we beseech Thee, our understandings by Thy Holy Spirit, and grant that whilst, with all diligence and sincerity, we apply ourselves to the attainment of human knowledge, we fail not constantly to strive after that wisdom which maketh wise unto salvation; that so through Thy mercy we may daily be advanced both in learning and godliness, to the honour and praise of Thy Name, through Jesus Christ our Lord. *Amen.*

Our Father, which art in Heaven; hallowed be Thy name; Thy kingdom come; Thy will be done on earth, as it is in Heaven: give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the kingdom, the power, and the glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

(AT THE CLOSE OF THE BUSINESS OF THE DAY.)

Let us Pray.

Most merciful God, we yield Thee our humble and hearty thanks for Thy fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning; we pray Thee to imprint upon our minds whatever good instructions we have received, and to bless them to the advancement of our temporal and eternal welfare; and pardon, we implore Thee, all that Thou hast seen amiss in our thoughts, words, and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be prepared to enter on the duties of the morrow with renewed vigour both of body and mind; and preserve us, we beseech Thee, now and forever, both outwardly in our bodies, and inwardly in our souls, for the sake of Jesus Christ, Thy Son, our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord; and by Thy great mercy, defend us from all perils and dangers of this night, for the love of Thy only Son, our Saviour, Jesus Christ. *Amen.*

Our Father, which art in Heaven, hallowed be Thy name; Thy kingdom come; Thy will be done on earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the kingdom, the power, and the glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

IV.—WEEKLY RELIGIOUS INSTRUCTION BY THE CLERGY OF EACH PERSUASION.

1. In order to correct misapprehension, and define more clearly the rights and duties of trustees and other parties in regard to religious instruction in connection with the High Schools and Collegiate Institutes, it is decided by the Council of Public Instruction that the clergy of any persuasion, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each school-house, at least once a week, after the hour of *four* o'clock in the afternoon; and if the clergy of more than one persuasion apply to give religious instruction in the same school-house, the trustees shall decide on what day of the week the school-house shall be at the disposal of the clergyman of each persuasion, at the time above stated. But it shall be lawful for the trustees and clergyman of any denomination to agree upon any hour of the day at which a clergyman, or his authorized representative, may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school.

V.—DUTIES OF HIGH SCHOOL INSPECTORS.

[NOTE.—No High School Inspector shall, during his incumbency, hold any office or perform any other duties than those assigned to, or prescribed for him, without the permission of the Council of Public Instruction.]

1. The High School law requires the Inspectors of High Schools to perform such duties as may be prescribed for them by the Council of Public Instruction. These regulations are as follows:

2. *The Inspector's Full Time to be Employed.*—Each Inspector shall devote the whole of his time to the duties of his office as Inspector, or member of the Central Committee of Examiners, if appointed thereto, except during the intervals of his visits to the schools or during the school holidays and vacations.

3. *The Inspectors* shall, under direction of the Chief Superintendent, perform such duties as devolve upon them by the School Law and these Regulations, with such additional duties as may be required of them by the Council of Public Instruction. They shall visit the schools as directed by the Council, and, in their visitations, shall be governed by the following regulations:—

4. *Visitation of Schools.*—Each Inspector shall visit every High School and Collegiate Institute in the section of the Province which may be assigned to him from time to time by the Chief Superintendent of Education at least once during each half-year. He shall also visit the Separate Schools (under such instructions as the Separate School law authorizes), and shall also visit the principal Public Schools in cities, towns and villages, to see how far the official Programme and Regulations are carried out in these schools. He shall devote a day or more to the examination of the classes and pupils in each school, and shall record the result of such examination in a book to be kept for that purpose. (See regulation 6 of this chapter.) He shall also make enquiry and examination, in such manner as he shall think proper, into all matters affecting the condition and operations of the school, the results of which he shall record in a book, and transmit it, or a copy thereof, on completing his inspection, to the Education Department; (but he shall not give any previous notice to the master or trustees of his visit.) He shall also prepare and transmit to the Chief Superintendent such confidential or other reports as the Chief Superintendent may require, in such form and manner as the Superintendent may direct. The subjects of examination and inquiry at each school visited shall be as follows:

(a) *Mechanical arrangements.*—The tenure of the property; the materials, dimensions and plan of the building; its condition; when erected; with what funds built; how lighted, warmed and ventilated; if any class rooms are provided for the separate instruction of part of the children; if there is a lobby, or closet, for hats, cloaks, bonnets, book-presses, &c.; how the desks and seats are arranged and constructed; what arrangements for the teacher; what play-ground is provided;* what gymnastic apparatus (if any); whether there be a well, and proper conveniences for private purposes; and if the premises are fenced or open on the street or road; if shade trees and any shrubs or flowers are planted.

NOTE.—In his enquiries into these matters, the Inspector is especially directed to see whether the law and regulations have been complied with in regard to the following matters; (should he discover remissness in any of them, he should at once call the attention of the trustees to it, before reporting the facts to the Chief Superintendent with a view to its remedy before his next half-yearly visit.)

(1). *Size of the site.*—As to the size of the school site, as prescribed by the regulations.

(2). *School Accommodation.*—Whether the trustees have provided “adequate accommodation for all children attending the school,” as required by the regulations.

(3). *Space for Air.*—Whether the required space of nine square feet for each pupil, and the average space for one hundred cubic feet of air for each pupil have been allowed in the construction of the school-house and its class rooms.—See regulations.†

(a). *Well; Proper Conveniences.*—Whether a well or other means of procuring water is provided; also, whether there are proper conveniences for private purposes of both sexes on the premises; and whether the regulations in regard to them contained in regulation 6 of the “*Duties of Masters*,” and regulation 9 of the “*Duties of Trustees*” are observed.

(b). *Means of Instruction.*—He shall see whether the authorized text books are used in the several classes, under the heads of Reading, Arithmetic, Geography, &c.; whether sufficient and suitable apparatus are provided, as Tablets, Maps, Globes, Blackboards, Models, Cabinets, &c.

(c). *Organization.*—Arrangement of classes; whether each child is taught by the same teacher; if the assistant or assistants required by law are employed; to what extent; how remunerated, and how qualified.

(d). *Discipline.*—Methods of instruction and attainments of the pupils in the various subjects of the programme.

(e). *Miscellaneous.*—How many pupils have been admitted to the High School during the year. 2. Whether a visitor’s book and register are kept, as required by law. 3. Whether the *Journal of Education* is regularly received by the trustees. 4. Whether the pupils have been examined before being admitted to the school, and arranged in classes, as prescribed by the regulations; and whether the required public examinations have been held. 5. What prizes or other means are offered to excite pupils to competition and study; and whether the merit system

* *Size of School Grounds.*—The school grounds should allow the school-house to be set well back from the road, and furnish play-grounds within the fences. A convenient form for school grounds will be found to be an area of ten rods front by sixteen rods deep, with the school-house set back four or six rods from the road. The grounds should be strongly fenced; the yards and outhouses in the rear of the school-house being invariably separated by a high and tight board fence; the front grounds being planted with shade trees and shrubs.

† *Ventilation* becomes easy as soon as it is known that it is embraced in these two essential operations, viz: 1st, to supply fresh air; 2nd, to expel foul air. It is evident that fresh air cannot be crowded into a room unless the foul air is permitted to pass freely out; and certainly the foul air will not go out unless fresh air comes in to fill its place. It is useless to open ventilating flues when there is no means provided to admit a constant supply of fresh air from without.

Temperature.—In winter the temperature during the first school hour in the forenoon or afternoon should not exceed 70°, nor 66° during the rest of the day.

of cards issued by the Department is employed. 6. *Library*.—Is a library maintained in the school; number of volumes taken out during the year; are books covered and labelled as required; are books kept in library case; is catalogue kept for reference by applicants; are fines duly collected, and books kept in good order; are library regulations observed. 7. How far the course of studies and method of discipline prescribed according to law have been introduced, and are pursued in the school; and such other information in regard to the condition of the schools as may be useful in promoting the interests of High Schools generally.

5. *Authority of an Inspector in a School*.—The authority of an Inspector in a school, while visiting it, is supreme; the Masters, Teachers and pupils, are subject to his direction; and he shall examine the classes and pupils, and direct the Masters or Teachers to examine them, or to proceed with the usual exercises of the school, as he may think proper, in order that he may judge of the mode of teaching, management and discipline in the school, as well as of the progress and attainments of the pupils.

6. *Procedure in the Visitation of Schools*.—On entering a school, with a view to its inspection, and having courteously introduced himself to the masters (if a stranger), or, if otherwise, having suitably addressed them, the Inspector shall:

(a.)—note in the Inspector's book, the time of his entrance, and on leaving, the time of departure from the school.

(b.)—see whether the business going on corresponds with that assigned to that particular hour on the time table of the school, and generally whether the arrangements which it indicates agree with the prescribed programme of studies, and are really carried out in practice. If not, he should at once privately notify the Head Master or Teacher of the omission, and the penalty for neglect to observe the regulations.

(c.)—examine the registers and other school records, and take notes of the attendance of pupils, number of classes in the schools at the time of his visit, &c.

(d.)—observe the mode of teaching, the management of the school, and generally its tone and spirit; also whether the bearing, manner, and language of the teacher, his command over the pupils, and their deportment at the time of his visit are satisfactory.

7. *Intercourse with Teachers and Pupils*.—*Inspection*.—In his intercourse with Masters and Teachers, and during his visit to their schools, the Inspector should treat them with kindness and respect, counselling them privately on whatever he may deem defective or faulty in their manner and teaching.

8. *Check against incorrect Returns*.—The half-yearly return of the pupils' names, and number of days on which they attended during each month, will be a check against false or exaggerated returns; as the Inspector can in his visit to any school examine the school register and make any further enquiries he may deem necessary. He should also, at his visits to the school, take notes in his book of the school attendance, &c. Schools using unauthorized text books are not entitled to be paid any part of the fund; and the Council has given notice that it "disapproves of the use, in any High or Public School, of any text book which is not included in the list of text books authorized by it, as provided by law."

VI.—HIGH SCHOOL ACCOMMODATIONS.

No High School or Collegiate Institute shall be entitled to receive unless suitable accommodations shall be provided for it. any grant

The school or institute should have:—

(1.) A site of an acre in extent, but not less than half an acre.

(2.) A school-house (with separate rooms where the number of pupils exceed

fifty), the walls of which shall not be less than ten feet high in the clear, and which shall not contain less than nine square feet on the floor for each child in attendance, so as to allow an area in each room for at least one hundred cubic feet of air for each child. It shall also be sufficiently warmed and ventilated, and the premises properly drained.

(3.) A sufficient fence or paling round the school premises.

(4.) A play ground, or other satisfactory provision for physical exercise, within the fences, and off the road.

(5.) A well, or other means of procuring water for the school.

(6.) Proper and separate offices for both sexes, at some little distance from the school-house, and suitably enclosed.

(7.) Suitable school furniture and apparatus, viz.: desks, seats, blackboards, maps, library, presses and books, etc., necessary for the efficient conduct of the school. (See also note to (a) of regulation 4, of the "*Duties of Inspectors.*")

VII.—POWERS AND DUTIES OF HEAD MASTERS AND TEACHERS OF HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

1. *Number of Teachers.*—In every High School there shall be, as required by law, and as necessary to teach the subjects of the prescribed programme of studies, a Head Master and one or more duly qualified teachers employed.

[NOTE.—*Designation.*—The chief teacher employed in any High School shall be designated and known as the *head master*, and the others shall be named first, second, or third, &c., *assistant teacher*. For qualifications of the assistants, see *Note to Duties of Assistant Teachers.*]

(1.) POWERS AND DUTIES OF HEAD MASTERS OF HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

Authority as a Public Officer.—The Head Master of every High School or Collegiate Institute is a public officer, and, as such, shall have power, and it shall be his duty to observe and enforce the following rules:—

1. *See that the Rules are observed.*—He shall see that these general rules and regulations, and any special rules (not inconsistent with them) which may be approved by the trustees for their respective schools, are duly and faithfully carried out, subject to appeal, in case of dissatisfaction, to the Inspector.

2. *Prescribe Duties of Teachers.*—He shall prescribe (with the assent of the trustees) the duties of the several teachers in his school, but he shall be responsible for the control and management of the classes under their charge.

3. *Power to Suspend Pupils.*—He shall suspend (subject to appeal, by the parent or guardian, to the trustees,) any pupil, for any of the following reasons:

(a.) Truancy persisted in.

(b.) Violent opposition to authority.

(c.) Repetition of any offence after notice.

(d.) Habitual and determined neglect of duty.

(e.) The use of profane or other improper language.

(f.) General bad conduct, and bad example, to the injury of the school.

(g.) Cutting, marring, destroying, defacing, or injuring any of the High School property, such as buildings, furniture, fences, trees, shrubbery, seats, &c.; or writing any obscene or improper words on the fences, privies, or any part of the premises; provided that any master suspending a pupil for any of the causes above named shall, immediately after such suspension, give notice thereof, in writing, to the parent or guardian of such pupil, and to the trustees, in which

notice shall be stated the reason for such suspension; but no pupil shall be expelled without the authority of the trustees. [See also regulation 2 of the "*Additional Duties of Masters and Assistant Teachers*," which also applies to Head Masters.]

4. *Expulsion of Pupils*.—When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the Head Master, with the approbation of the trustees, to expel such pupil from the school. But any pupil under public censure, who shall express to the master his regret for such a course of conduct, as openly and explicitly as the case may require, shall, with the approbation of the trustees and master, be re-admitted to the school.

5. *Care of School Property*.—He shall exercise the strictest vigilance over the High School property under his charge, the building, outhouses, fences, &c., furniture, apparatus, and books, belonging to the school, so that they may receive no injury; and give prompt notice, in writing, to the trustees, of any repairs which may require to be made to the building, premises, or furniture, &c., and of any furniture or supplies which may be required for the school.

6. *Regulations in regard to School Premises, &c.*—The Trustees having made such provision relative to the school-house and its appendages, as provided in the regulations relating to school accommodation, it shall be the duty of the Master to give strict attention to the proper ventilation and temperature,* as well as to the cleanliness of the school-house; he shall also prescribe such rules for the use of the yard and outbuildings connected with the school-house, as will insure their being kept in a neat and proper condition; and he shall be held responsible for any want of cleanliness about the premises.

7. *School open for Pupils*.—Care must be taken to have the school-house ready for the reception of pupils at least *fifteen* minutes before the time prescribed for opening the school, in order to afford shelter to those who may arrive before the appointed hour. [See regulation 13, "*Duties of Assistant Teachers*."]

8. *Out Premises*.—He shall see that the yards, sheds, privies, and other outbuildings are kept in order, and that the school-house and premises are locked at all proper times; and that all deposits of sweepings, from rooms or yards, are removed from the premises.

9. *Fires and Sweeping*.—He shall employ, at a compensation to be fixed by the trustees, a suitable person to make fires, to sweep the rooms and halls daily, and dust the windows, walls, seats, desks, and other furniture in the same; but no assistant teacher or pupil shall be required to perform such duty, unless voluntarily, and with suitable compensation.

10. *Librarian*.—He shall, with the consent of the Trustees, appoint the librarian of the school, who shall take charge of the books; also make and preserve a catalogue of the same; deliver, charge, receive, and credit the volumes given out, and keep a register of the same; number, label and catalogue the books; and make returns of the library, its books, &c., as required by the library regulations.

11. *The Library*.—He shall see that the library is kept open for the distribution (and return) of books to their scholars, and ratepayers of the High School district or division, on Friday afternoon of each week; but this duty shall not be permitted to interfere with the regular exercises of the school.

12. *Reports*.—He shall make the necessary term, special, or annual reports to the Trustees, or to the Chief Superintendent, at such times and in such manner as may be required.

* See note to (a) of regulation 4 of the "*Duties of Inspectors*."

13. *General Register*.—He shall keep the general and other registers of the school (to be furnished by the Trustees), in which shall be entered, in each term, the date of the admission of each pupil, his or her name and age, from whence received; the parent's or guardian's name and residence; the names of each of the classes in the school, together with the names of the pupils in each such classes; the promotion of pupils from one class to another; record of attendance of the pupil; date of his leaving the school, and destination, both as to place and occupation; and such other information as shall at all times give a correct idea of the condition of the school.

14. *Religious Exercises—Ten Commandments*.—He shall see that the regulations in regard to *Opening and Closing Exercises of the Day* (Chapter III.) are observed, and that the Ten Commandments are duly taught to all the pupils and repeated by them once a week.

15. Examinations for scholarships, exhibitions and prizes, which may have been instituted, shall be conducted by the Head Master, but the High School Board may, if they shall think proper, associate other persons with the Head Master in the examinations for such scholarships, exhibitions or prizes.

16. A Report of the progress and conduct of each pupil shall be furnished to his parent or guardian, monthly, by the Head Master.

(2.) DUTIES OF ASSISTANT TEACHERS.

[NOTE.—*Qualification of Assistant Teachers*.—No assistant teacher shall be employed in a High School who does not possess a legal certificate "of qualification, of the first or second class prescribed for public school masters and assistants, or a certificate that he is a graduate (who proceeded regularly to his degree) or an undergraduate in the Faculty of Arts of good standing in some University in the British Dominions." But this regulation shall not be held to apply to teachers of the special subjects of French, German, drawing, vocal music, gymnastics or calisthenics.]

The teacher of each class or department shall observe the following regulations:—

1. *Pupils*.—He shall give the children under his charge constant employment in the studies prescribed in the authorized programme; and endeavour, by judicious and diversified modes, to render the exercises of the school pleasant, as well as profitable.

2. *Regulations*.—He shall read, or cause to be read, to his class, at least once in each quarter, (or otherwise inform the pupils of) so much of the regulations as shall be necessary to give them a proper understanding of the rules by which they are governed.

3. *Register*.—He shall keep the daily register (provided by the Education Department), which shall remain the property of the Trustees, in which shall be entered the names and daily attendance of pupils, their proficiency in various studies, and other information.

4. *Returns*.—He shall make such returns, and at such times, as may be required by the Head Master, Inspector, or Trustees, relating to his class, school or department.

(3.) ADDITIONAL DUTIES OF MASTERS AND TEACHERS.

It shall also be the duty of each Head Master and teacher of a High School or Collegiate Institute to observe the following regulations:—

1. *General Principles of Government*.—Masters and teachers are to evince a regard for the improvement and general welfare of their pupils; treat them with

kindness, combined with firmness, and aim at governing them by their affections and reason, rather than by harshness and severity. Teachers shall also, as far as practicable, exercise a general care over their pupils in and out of school, and shall not confine their instruction and superintendence to the usual school studies, but shall, as far as possible, extend the same to the mental and moral training of such pupils, to their personal deportment, to the practice of correct habits and good manners among them, and to omit no opportunity of inculcating the principles of TRUTH and HONESTY, the duties of respect to superiors, and obedience to all persons placed in authority over them.*

2. *Discipline.*—They shall practise such discipline in the school, class or department, as would be exercised by a kind, firm, and judicious parent in his family. It is strictly enjoined upon all teachers in the schools to avoid the appearance of indiscreet haste in the discipline of their pupils; and, in any difficult cases which may occur, to apply to the Head Master, Inspector, or to the Trustees (as the case may be) for advice and direction.

3. *Merit Cards—Prizes.*—In all the schools, the series of Merit Cards, prepared and authorized by the Education Department, shall be regularly used; and if prizes are given, it must be on the principles laid down in that series of cards.

4. *State of Feeling among Pupils.*—They shall cultivate kindly and affectionate feelings among the pupils; discountenance quarrelling, cruelty to animals, and every approach to vice.

5. *Absence.*—No master or teacher shall be absent from the school in which he or she may be employed, without permission of the trustees, except as provided in No. 9, below, or in case of sickness, in which case the absence of such teacher shall be immediately reported to the trustees; and no deduction from the salary of a teacher shall be made on account of sickness, as certified by a medical man.†

6. *Subscriptions, Collections, Presents, &c.*—No collection shall be taken up, or subscriptions solicited for any purpose, or notice of shows, or exhibitions given in any High School or Collegiate Institute, without the consent of the trustees; nor shall the Head Masters or teachers act as agents for books, or sell stationery, &c., or receive presents unless presented to them on leaving the school), nor award, without the permission of the trustees, medals or other prizes of their own to the pupils under their charge.

7. *Teachers' Meetings.*—The Head Master and teachers of a High School, or Collegiate Institute (where there are at least two, in addition to the Head Master), shall regularly attend the teachers' meetings each month, and at such other times as the Head Master shall direct; and they shall by conference, study, recitations and general exercises, strive to systematize and perfect the modes of discipline and of teaching in the High School. Where there are only a Head Master and an assistant teacher, they shall confer together from time to time on the subject.

8. *Teaching.*—They shall classify the children according to the books used; study those books themselves, and teach according to the improved method recommended in their prefaces. In giving out the lessons for the next day, difficult parts should be explained, and where necessary the best mode of studying them pointed out.

* The following are modes to be adopted or avoided :—

(a) *Proper.*—Reproof kindly but firmly given, either in private or before the school, as circumstances require it, or such severe punishment as the case really warrants, administered as directed in the above regulation.

(b) *Improper.*—Contemptuous language, reproof administered in passion, personal indignity or torture, and violation of the laws of health.

† The trustees may allow any period beyond four weeks in the entire year, for absence on account of sickness.

9. *Visiting Schools.*—The Chief Superintendent may permit a Head Master to be absent two of the ordinary teaching days in each half-year, for the purpose of visiting and observing the methods of classification, teaching and discipline practised in other schools than that in which he teaches.

[NOTE.—Each High School Master and teacher must give at least three days' notice to the trustees; and, in addition, the High School Master must communicate with the Education Department, and obtain the Chief Superintendent's consent, so that he may not be absent during the visits of the Inspector to his school. In order that no loss of apportionment may accrue to any school in consequence of the Head Master's absence under this regulation, a proportionate amount of average attendance will be credited to the school for the time so employed by the teacher; but under no circumstances can lost time be lawfully made up by teaching on any of the prescribed holidays or half-holidays, nor will such time be reckoned by the Department.]

10. *Time-Table.*—They shall keep, in some conspicuous place in the school-room, a Time-table, showing the order of exercises for each day in the week, and the time for each exercise, as prescribed in the programme of studies for High Schools.

11. *Classes.*—The division of pupils into classes, as prescribed by the programme, shall be strictly observed; and no teacher shall be allowed to take his or her class beyond the limits fixed for the classes taught by such teachers, without the consent of the Head Master or Inspector, except for occasional reviews; but individual pupils, on being qualified, may, with the consent of the Head Master, be advanced from a lower to the higher class.

12. *Quarterly Examination.*—Each class in every school shall be open for public examination and inspection during the last week of every half-year, and the Head Master or teacher shall call upon every pupil in the school, unless excused, to review or recite in the course of such examination.

13. *In School at 8½ A.M., &c.*—All teachers shall be in their respective schools, and open their rooms for the reception of pupils, at least fifteen minutes in the morning, and five minutes in the afternoon, before the specified time for beginning school; and during school hours they shall faithfully devote themselves to the duties of their office.

14. *Visitors' Book.*—They shall keep the visitors' book (which is required by law to be furnished by the trustees), in which shall be entered the dates of visits and names of visitors, with such remarks as they may choose to make.

15. *Visitors.*—They shall receive courteously the visitors to the school, and afford them every facility for inspecting the books used, and examine into the state of the school; shall keep the visitors' book accessible, that the visitors may, if they choose, enter remarks in it. The frequency of visits to the school by intelligent persons animates the pupils, and greatly aids the faithful teacher.

VIII.—DUTIES OF PUPILS OF HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

1. *Cleanliness and Good Conduct.*—Pupils must come to school clean and neat in their persons and clothes. They must avoid idleness, profanity, falsehood and deceit, quarrelling and fighting, cruelty to dumb animals; be kind and courteous to each other, obedient to their instructors, diligent in their studies, and conform to the rules of their school.

2. *Tardiness* on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the master.

3. *Leaving before Closing.*—No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness, or some pressing emergency ; and then the master or teacher's consent must first be obtained.

4. *Absence.*—A pupil absenting himself from school, except on account of sickness, or other urgent reasons satisfactory to the Head Master, forfeits his standing in the class, and his right to attend the school for the remainder of the quarter.

5. *Excuses.*—Any pupil not appearing at the regular hour of commencing any class of the school which he may be attending, without a written excuse from his parent or guardian, may be denied admittance to such school for the day or half-day, at the discretion of the Head Master.

6. *Punctual Attendance.*—Every pupil, once admitted to school, and duly registered, shall attend at the commencement of each term, and continue in punctual attendance until its close, or until he is regularly withdrawn by notice to the Head Master to that effect ; and no pupil violating this rule shall be entitled to continue in such school, or be admitted to any other, until such violation is certified by the parents or guardians to have been necessary and unavoidable, which shall be done personally or in writing.

7. *Class to Attend.*—Pupils shall be required to attend any particular class which may be designated for them by the Head Master, with the consent of the Inspector.

8. *Absence from Examination.*—Any pupil absenting himself from examination, or any portion thereof, without permission of the Head Master, shall not thereafter be admitted to school, except by authority of the Inspector in writing ; and the names of all such absentees shall be reported by the Head Master immediately to the trustees ; and this rule shall be read to the school just before the examination days at the close of each quarter.

9. *Going to and from School.*—Pupils shall be responsible to the Head Master for any misconduct on the school premises or in going to or returning from school, except when accompanied by their parents or guardians, or some person appointed by them.

10. *Supply of Books.*—No pupil shall be allowed to remain in the school unless he is furnished with the books and requisites required to be used by him in the school ; but in case of a pupil being in danger of losing the advantages of the school, by reason of his inability to obtain the necessary books or requisites, through the poverty of his parent or guardian, the trustees have power to procure and supply such pupil with the books and requisites needed.

11. *Fees for Books.*—The fees for tuition, or books and stationery, &c., as fixed by the trustees, whether monthly or quarterly, shall be payable in advance ; and no pupil shall have a right to enter or continue in the school until he shall have paid the appointed fee.

12. *Property Injured.*—Any property of the schools that may be injured or destroyed by pupils, must be made good forthwith by the parent or guardian, under a penalty of the suspension of the delinquent pupil. (See (g) of regulation 3 of the "*Powers and Duties of Head Masters.*")

13. *Contagious Diseases.*—No pupil shall be admitted to, or continue in, any of the High Schools who has not been vaccinated, or who is afflicted with, or has been exposed to, any contagious disease, until all danger of contagion from such pupil, or from the disease or exposure, shall have passed away, as certified in writing by a medical man.

14. *Effects of Expulsion.*—No pupil shall be admitted to any High School who has been expelled from any school, unless by the written authority of the Inspector. (See regulation 4, *Duties of Head Masters.*)

15. *Certificate on Leaving.*—Every pupil entitled thereto shall, when he leaves or removes from a school, receive a certificate of good conduct and standing, in the form prescribed, if deserving of it.

IX.—PROGRAMMES OF COURSE OF STUDY FOR THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

EXPLANATORY MEMORANDA.

1. The fundamental principle of our system of public instruction is, that every youth, before proceeding to the subjects of a higher English or of a classical education, shall first be grounded in the elementary subjects of a Public School education. No candidates are, therefore, eligible for admission to the High Schools except those who have manifested proficiency, by passing a satisfactory examination in the subjects of the first four classes of the Public School programme.

2. The objects and duties of the High Schools are twofold :

First, commencing with pupils who (whether educated in either a public or private school) are qualified as above, the High Schools are intended to complete a good English education, by educating pupils not only for commercial, manufacturing and agricultural pursuits, but for fulfilling with efficiency, honour and usefulness, the duties of Municipal Councillors, Legislators, and various public offices in the service of the country.

The *Second* object and duty of the High Schools (commencing also with pupils qualified as above), is to teach the languages of Greece and Rome, of Germany and France, the Mathematics, &c., so far as to prepare youth for certain professions, and especially for the Universities, where will be completed the education of men for the learned professions, and for Professorships in the Colleges, and Master-ships in the Collegiate Institutes and High Schools.

I.—ENGLISH COURSE.

SUBJECT.	FIRST FORM.	SECOND FORM.	THIRD FORM.	FOURTH FORM.
ENGLISH GRAMMAR AND LITERATURE	English Grammar, including Etymology. Advanced or Sixth Reader and Collier's History of English Literature.	Collier's History of English Literature. English Grammar, including Etymology.	English Classics (critically and analytically read). Selection No. 1.	English Classics (critically and analytically read). Selection No. 2.
COMPOSITION	Practice in writing familiar and business letters.	Practice in composition.	Practice in composition.	Practice in composition.
READING, DICTATION AND ELOCUTION	Practice in reading and writing to dictation from first four reading books.	Practice in writing to dictation.	Same as Form II., with elocution.	Elocution.
PENMANSHIP	Practice in Penmanship.	Practice in Penmanship.		
LINEAR DRAWING	Free hand and map drawing. Outlines of plain and solid figures.	For boys, mathematical drawing; and for girls, shading and landscape.	Drawing of animals, human form, mathematical projection, shading and colouring.	
BOOK-KEEPING, &c	Single and double entry.	Single and double entry, commercial forms and usages.	Banking, Custom House, General Business Transactions.	Subject of Form III., with Telegraphy.
ARITHMETIC	Practice, Proportion, Interest, simple and compound.	Discount, Stocks, Exchange, Revolution and Evolution, Scales of Notation.	(General Review.	
ALGEBRA	Definitions and first 17 exercises of authorized text-book.	To end of quadratic equations.	Authorized text-book, to end of Section XIV.	To end of authorized text-book.
GEOMETRY	Euclid, Book I.*	Books II. and III.†	Book IV., with principles of Book V.	Book VI., with review of whole subject.
LOGIC .....		.....	Easy lessons in Reasoning, Part I. to p. 71.	Easy lessons in Reasoning, completed.

TRIGONOMETRY.....	.....	.....	Plane Trigonometry, to solution of triangles (inclusive).	Application of Plane Trigonometry.
MENSURATION.....	Definitions, Mensuration of surfaces.	.....	.....	.....
HISTORY.....	Outlines of English and Canadian History.	.....	Outlines of History of Greece and Rome.	Outlines of Modern History.
GEOGRAPHY AND ASTRONOMY.....	Political geography, products, &c., of principal countries of the world. Modern (Mathematical, Physical and Political).	.....	Physical Geography of the continents generally. Ancient Geography.	Outlines of Astronomy—Celestial Globe.
NATURAL PHILOSOPHY.....	Nature and use of the mechanical powers.	.....	Composition and Resolution of Forces; Centre of Gravity; Moments of Force; Principle of Virtual Velocities and Hydrostatics (Tomlinson).	Elements of Electricity and Magnetism.*
CHEMISTRY AND AGRICULTURE.....	Ryerson's Agriculture, Part I.	.....	Text-book (Ryerson) completed.	Elements of Chemistry.
NATURAL HISTORY.....	"How plants grow" (Gray).	.....	Animal kingdom.	.....
PHYSIOLOGY.....	.....	.....	Human Physiology (Cutler's).	.....
CHRISTIAN MORALS.....	Christian Morals.	.....	.....	.....
ELEMENTS OF CIVIL GOVERNMENT.....	.....	.....	.....	"Elements of Civil Government."

* Girls not in Geometry will take in Form I., Easy Lessons in Reasoning, Part I.

† Girls not in Geometry will take in Form II., Easy Lessons in Reasoning, Part II.

‡ The subjects of Electricity and Magnetism may be taken up earlier in the course, at the discretion of the Head Master.

II.—CLASSICAL COURSE, WITH FRENCH AND GERMAN.

PRESCRIBED BY THE COUNCIL OF PUBLIC INSTRUCTION FOR ONTARIO, AND APPROVED BY HIS EXCELLENCY THE
LIEUTENANT-GOVERNOR IN COUNCIL.

SUBJECT.	FIRST FORM.	SECOND FORM.	THIRD FORM.	FOURTH FORM.
ENGLISH GRAMMAR & LITERATURE.....	English Grammar, including Etymology, Advanced or Sixth Reader.	Collier's History of English Literature.	English Classics (critically and analytically read). Selection No. 1.	English Classics (critically and analytically read). Selection No. 2.
COMPOSITION.....	Practice in writing familiar and business-letters.	Practice in composition.	Practice in composition.	Practice in composition.
PENMANSHIP.....	Practice in penmanship.	Practice in penmanship.		
LINEAR DRAWING.....	Map and free hand drawing. Outlines of plain and solid figures.	For boys, mathematical drawing; and for girls, shading and landscape.	Drawing of animals, human form, mathematical projection, shading and colouring.	
ARITHMETIC.....	Practice, Proportion, Interest, simple and compound.....	Discount, Stocks, Exchange, Revolution and Evolution, Scales of Notation.		
ALGEBRA.....	Definitions and first 17 exercises of authorized text-book.	To end of quadratic equations.	Authorized text-book, to end of Section XIV.	To end of authorized text-book.
GEOMETRY.....	Euclid, Book I. *	Books II. and III. †	Book IV., with principles of Book V.	Book VI., with review of the whole subject.
TRIGONOMETRY.....			Plane Trigonometry, to solution of triangles (inclusive).	Application of Plane Trigonometry.
HISTORY.....	Outlines of English and Canadian History.	Elements of Ancient and Modern History.	Outlines of History of Greece and Rome.	Outlines of History of Greece and Rome, continued.

GEOGRAPHY AND ASTRONOMY.....	Political geography, products &c., of principal countries of the world. Modern (Mathematical, Physical and Political).	Outlines of Ancient Geography (Pillans).	Ancient Geography continued.
NATURAL HISTORY.....	"How plants grow," (Gray).	Animal kingdom.	General Review.
CHRISTIAN MORALS.....	Christian Morals.		
ELEMENTS OF CIVIL GOVERNMENT.....			"Elements of Civil Government."
FRENCH\$.....		†Pujol, Part I.; or De Fivas' Grammar, with exercises.	Pujol, Part II., with selections from Part IV., or De Fivas' Grammar and Exercises, with Collet's Conversations, and De Fivas' Elementary Reader
GERMAN\$.*.....		Grammar (Ahn).	* Grammar (Ahn), Adler's Reader
LATIN.....	Latin Grammar commenced. Harkness' Introductory Book, or Smith's Principia Latina, Part I.	Latin grammar continued. Arnold's 2nd Latin Book, or Smith's Principia Latina. Harkness Latin Reader.	Cæsar, Virgil, Æneid, Book II. commenced. Latin Prose composition. Prosody commenced.
GREEK.....		Greek Grammar commenced. Harkness 1st Greek Book, or Smith's Initia Græca.	Greek Grammar continued. Harkness or Smith continued. Lucian, Charon.

* Girls not in Geometry will take in Form I., Easy Lessons in Reasoning, Part I.

† Girls not in Geometry will take in Form II., Easy Lessons in Reasoning, Part II.

‡ It is proposed that before its being introduced into the schools, the Pujol shall be published in separate parts.

§ The German and French languages are optional.

|| Provision is not made in the programme for the Honour work in the Universities, as pupils intended for honours will require special arrangements.

APPENDIX D.

James H. Jeffers received a II. A at December Examinations, 1871.

1. LIST OF CERTIFICATES AWARDED BY THE COUNCIL OF PUBLIC INSTRUCTION, AND BY THE COUNTY AND CITY BOARDS OF EXAMINERS AT THE JULY EXAMINATIONS, 1873.

1. By the Council of Public Instruction.

MALE.		B.	
FIRST CLASS.		<i>Counties.</i>	
A.			
*Davison, John L	York.	Cochrane, Robert	Wellington.
		*Fletcher, Morris J	Oxford.
		Leavitt, Thaddeus W. H	Leeds.
		*Smirl, Archibald	Ottawa.

2. By the County and City Boards of Examiners.

MALE.		Board of Examiners.	
SECOND CLASS.			
A.			
	<i>Board of Examiners.</i>	*McFaul, Leonard L	York.
Elliott, William	Dundas.	McKillop, James B.	Elgin.
Ferguson, Miles	Lambton.	McMurchy, John	Victoria
*McNeil, Alexander	York.	*Nairn, David	Wellington.
McNevin, James	Toronto.	Perkins, Joseph	York.
Priest, George W.	Welland.	Pierce, John	Lambton.
Robinson, John	Wellington.	Roddy, John	Northumber- land.
Ryerson, Jesse	Norfolk.	Sanderson, Leonard D.	Peel.
*Sellars, Ford	Haldimand.	*Shepherd, Richard	Lambton.
Smoke, Samuel C	Brant.	*Smith, David L.	York.
Whitney, Philo. A	Dundas.	Stafford, Cyrus W.	Elgin.
Wismer, John A	York.	*Stilwell, John	Wentworth.
		Stuart, William	Wentworth.
		White, Eli Lester	Leeds & Gren- ville.
		*Wilson, William	York.
B.		FEMALE.	
*Alford, William	York.	A.	
Anderson, James	Toronto.	*Coulson, Martha	Simcoe.
Ash, George H	Peterborough.	McArthur, Margaret	Dundas.
Bradley, George	York.	*Mitchell, Isabella	Welland.
Brunner, Michel	Wellington.	*Wallace, Isabella	Peel.
Clark, J. N	Huron.	B.	
Clark, Levi	York.	Brown, Agnes	Grey.
*Cornforth, William	Hamilton.	*Gilpin, Martha	Grey.
*Curtis, Smith	Leeds & Gren- ville.	Grier, Mary	Grey.
*Graham, Robert H	Grey.	*Helliwell, Sarah	York.
Haverson, James	Bruce.	Lindsay, Isabella	Frontenac.
Hicks, Richard	Huron.	*Lovekin, Annie	Victoria.
Johnson, George W	Wentworth.	Smith, Minerva	Grey.
Knowles, Richard H	Wellington.	Somerville, Harriet	York.
Leighton, John S	Wellington.	Spragge, Emma	Grey.
Leitch, John A	Wentworth.	Thornton, Ann E	Elgin.
Lindsay, George	Grey.	Whyte, Bridget	Hastings, S.
*Linton, Adam R	Durham.	Young, Hannah J.	Elgin.
McAulay, William J	Wellington.		
McDonald, Donald	Wellington.		

*Normal School Students.

2. NUMBER OF CERTIFICATES AWARDED BY THE COUNCIL OF PUBLIC INSTRUCTION, AND BY THE COUNTY AND CITY BOARDS OF EXAMINERS, AT THE JULY EXAMINATIONS, 1873.

COUNTIES.	NUMBER WHO APPLIED FOR			Total.	WHO RECEIVED					Total.
	1st.	2nd.	3rd.		1st Class.	2nd Class.		3rd Class.		
						Male.	Female.	Male.	Female.	
Glengarry			29	29				2	11	13
Stormont.		1	15	16				1	3	4
Dundas.		3	35	38		2	1	6	11	20
Prescott	}	5	27	32				4	14	18
Russell										
Carleton		6	44	50				17	17	34
Leeds	}	1	7	81	1	2		13	35	51
Grenville										
Lanark			32	32				4	6	10
Renfrew			24	24				1	1	2
Frontenac	1	8	27	36			1	5	11	17
Lennox	}		19	19				3	4	7
Addington										
Prince Edward	1	6	48	55				5	6	11
Hastings		8	70	78			1	4	5	10
Northumberland		4	31	35		1		5	10	16
Durham		8	29	37		1		9	7	17
Peterborough		1	23	24		1		5	7	13
Victoria		7	61	68		1	1	3	28	33
Ontario			46	46				17	22	39
York	6	25	68	99	1	9	2	26	26	64
Peel		7	19	26		1	1	3	2	7
Simcoe		7	70	77			1	25	21	47
Halton		3	19	22				2	5	7
Wentworth		7	22	29		4		7	10	21
Brant		5	31	36		1		5	16	22
Lincoln	3	4	29	36				5	15	20
Welland		3	12	15		1	1	3	6	11
Haldimand		3	38	41		1		6	13	20
Norfolk		1	13	14		1		1	2	4
Oxford	1	5	57	63	1	1		7	7	15
Waterloo		4	39	43				4	6	10
Wellington.	3	19	86	108	1	7		23	26	57
Grey	2	12	82	96		2	5	14	19	40
Perth	2	17	44	63				10	4	14
Huron	1	11	82	94		2		18	6	26
Bruce.	1	1	70	72				22	8	30
Middlesex.		14	117	131				21	18	39
Elgin.		9	55	64		2	2	11	19	34
Kent		6	29	35				5	9	14
Lambton	1	18	37	56		3		8	8	19
Essex			25	25				5	8	13
Toronto	3	3	1	7		2			1	3
Hamilton.		4	18	22		1		2	12	15
London		3	9	12				1	7	8
Ottawa.	1	10	10	21	1				10	11
Total.	27	265	1723	2015	5	45	16	338	482	886

3. LIST OF CERTIFICATES AWARDED BY THE COUNCIL OF PUBLIC INSTRUCTION, AND BY THE COUNTY AND CITY BOARDS OF EXAMINERS AT THE DECEMBER EXAMINATIONS, 1873.

1. By the Council of Public Instruction.

MALE.

FIRST CLASS.

B.

County, &c.

*Carson, Joseph S. Simcoe.

County, &c.

*Duncan, William A. Ottawa.

*Parlow, Edwin D. Ottawa.

2. By the County and City Boards of Examiners.

MALE.

SECOND CLASS.

A.

*Armstrong, George H.	County, &c.
*Barr, Robert	Middlesex.
*Clark, Harvey	Kent.
Corbett, Lewis C.	Ontario.
Cornell, Daniel	Middlesex.
*Jones, Edgar	Lambton.
Johnson, Hugh D	York.
*Lehman, William	Wellington.
Lee, Archibald	York.
Linton, Adam R.	Ottawa.
Mundell, James M.	Durham.
*Murray, Robert	Perth.
McFarlane, David	York.
McGurn, Joseph S.	Wellington.
McLeay, Donald	Hastings.
Owler, William	Wellington.
Pratt, Francis	Haldimand.
Pyne, Albert R	Carleton.
Rittenhouse, William F.	York.
Robinson, Templeton C.	Lincoln.
*Rowat, Isaac S	Peel.
Sharp, James A	Simcoe.
Sheldon, George W.	Hamilton.
*Shepherd, Richard	Kent.
Squier, Isaac C	Lambton.
Stephen, Alexander	Hastings.
Tilley, William	Grey.
	Lennox and
	Aldington.
Woodburne, Thomas	Middlesex.

B.

Allen, David S.	Wellington.
Bingeman, Joseph	Waterloo.
Black, James C	Elgin.
*Blackman, Theodore W.	Haldimand.
*Brown, William G.	Ontario.
Clark, John W.	Oxford.
Coleman, Harvey K	Leeds and
	Grenville.
Cornell, Warner	Lambton.
*Crawford, Peter	Kent.
Davis, James W	Lanark.
Davidson, William	Wentworth.
*Dean, James H.	Norfolk.
*Dorland, Solomon M.	Prince Ed-
	ward.
Dunsmore, Thomas	Lambton.
Eyre, Holmes	Leeds and
	Grenville.
*Fletcher, W. M.	Wentworth.
French, William J.	Ottawa.
Godfrey, Thomas	Perth.
Greig, John	Bruce.
James, Moses A	Durham.
Janieson, William	Wellington.
Johnson, Fred. W	Prince Ed-
	ward.

County, &c.

Kaufman, Jacob	Waterloo.
Marshall, James	Hamilton.
*Miller, Thomas	Huron.
McDonald, Ronald	Lambton.
*McIlmoyle, John D	York.
McIntyre, Alexander	Victoria.
*McKellar, James	Elgin.
McKenzie, William	Perth.
McLaren, Peter	Wellington.
*McRae, Alexander	York.
O'Donnell, Patrick J.	Leeds and
	Grenville.
Quin, Andrew	Grey.
Robertson, David	Peterborough.
Robertson, Duncan	Ottawa.
*Sinclair, Samuel B.	Elgin.
Smith, Daniel F.	Perth.
Snell, Joseph	Huron.
Staples, Joseph	Durham.
Stewart, George	Huron.
Stott, William	Durham.
Sutherland, Alexander F.	Dundas.
Telfer, John	Lambton.
Woodworth, Sandford C	Elgin.

FEMALE.

A.

Barbour, Agnes E.	Perth.
*Belfry, Frances	York.
*Carter, Emma	London.
*Cornor, Mary M. L. J.	York.
*Kahler, Louisa E.	York.
Weatherston, Mary	Middlesex.

B.

*Buckle, Hattie	London.
Cameron, Catherine	Glengarry.
Coulton, Martha	Hamilton.
*Cooper, Maggie	Welland.
*Davidson, Victoria	York.
De Witt, Maggie	Lincoln.
*Eyres, Sarah Jane	Durham.
*Hagarty, Sara	York.
Harvey, L	Hamilton.
*Hughes, Caroline	Durham.
Kennedy, Jessie	Hamilton.
Kirkup, Annie F.	Leeds and
	Grenville.
*Lemon, Elizabeth	Welland.
*Mills, Mary Anne	York.
*Mitchell, Rachel	Leeds and
	Grenville.
*McCreight, Elizabeth	York.
*McIntyre, Agnes	York.
*Patterson, Lizzie C.	Lincoln.
*Pearson, Elizabeth A	York.
Reid, Catherine	Wellington.
Smith, Louisa	Carleton.
*Stevenson, Eliza J	Simcoe.
*Vanderburgh, Alice	Welland.
Walsh, Sarah	Ottawa.

4. NUMBER OF CERTIFICATES AWARDED BY THE COUNCIL OF PUBLIC INSTRUCTION, AND BY THE COUNTY AND CITY BOARDS OF EXAMINERS, AT THE DECEMBER EXAMINATIONS, 1873.

COUNTIES AND CITIES.	NUMBER WHO APPLIED FOR			Total.	WHO RECEIVED.					Total.
	1st.	2nd.	3rd.		1st Class.	2nd Class.		3rd Class.		
						Male.	Female.	Male.	Female.	
Glengarry		1	20	21			1	1	3	5
Stormont			13	13				1	7	8
Dundas		6	26	32		1		5	13	19
Prescott and Russell			19	19				4	3	7
Carleton		2	32	34		1	1	12	14	28
Leeds and Grenville		6	46	52		3	2	6	20	31
Lanark		1	30	31		1		4	13	18
Renfrew			33	33				4	3	7
Frontenac			25	25				6	7	13
Lennox and Addington		1	16	17		1		4	6	11
Prince Edward	1	6	21	28		2		11	8	21
Hastings		3	53	56		2		10	9	21
Northumberland			34	34				9	13	22
Durham		7	25	32		4	2	4	7	17
Peterborough		5	35	40		1		5	9	15
Victoria		3	58	61		1		21	8	30
Ontario		5	36	41		2		13	20	35
York		25	58	83		6	9	18	34	67
Peel		3	27	30		1		6	6	13
Simcoe	2	7	57	66	1	1	1	22	25	50
Halton		1	19	20				2	6	8
Wentworth		2	19	21		2		7	6	15
Brant	1	2	19	22				3	10	13
Lincoln		3	23	26		1	2	4	8	15
Welland		3	6	9			3	2	4	9
Haldimand	1	2	22	25		2		2	11	15
Norfolk		2	18	20		1		5	6	12
Oxford		4	33	37		1		10	15	26
Waterloo	1	3	23	27		2		5	4	11
Wellington		15	68	83		6	1	23	21	51
Grey		6	69	75		2		13	24	39
Perth		13	47	60		4	1	12	16	33
Huron		5	62	67		3		21	22	46
Bruce		2	56	58		1		24	9	34
Middlesex		11	90	101		3	1	23	29	56
Elgin		7	44	51		4		8	6	18
Kent		3	29	32		3		10	7	20
Lambton	1	7	50	58		6		12	23	41
Essex		4	24	28				8	10	18
Hamilton		5	24	29		2	3		8	13
London		5	8	13			2		4	6
Ottawa	2	4	2	8	2	3	1	1	1	8
Total	*9	190	1419	1618	3	73	30	361	478	945

* Eleven candidates applied, but two of them withdrew after the first day's examination.

APPENDIX E.

1. LIST OF HIGH SCHOOL INSPECTORS.

James A. McLellan, M.A., LL.D. ; J. M. Buchan, M.A. ; S. Arthur Marling, M.A.

2. LIST OF PUBLIC SCHOOL INSPECTORS.

NAME.	JURISDICTION.	POST OFFICE.
Arthur W. Ross	Glengary and Town of Cornwall...	Alexandria.
Alexander McNaughton	Stormont	Newington.
Rev. Wm. Ferguson, A.M.	Dundas	Winchester.
Thomas Orton Steele	Prescott	L'Orignal.
Rev. Thomas Garrett	Russell	Bearbrook.
Rev. John May, M.A.	Carleton	Ottawa.
Rev. George Blair, M.A.	Grenville and Town of Prescott ..	Prescott.
Robert Kinney, M.D.	Leeds, No. 2	Brockville.
William R. Bigg	do No. 1, and Town of Brockville.	Brockville.
Henry Lloyd Slack, M.A.	Lanark and Town of Perth	Perth.
Rev. E. H. Jenkyns, M.A.	Renfrew	Pembroke.
John Agnew, M.D.	Frontenac	Kingston.
Frederick Burrows	Lennox & Addington and Town of Napanee	Napanee.
William McIntosh	Hastings, No. 1	Madoc.
John Johnston	do No. 2, and Town of Belleville	Belleville.
Gilbert D. Platt, B.A.	Prince Edward	Pictou.
Edward Scarlett	Northumberland and Town of Cobourg	Cobourg.
John J. Tilley	Durham and Towns of Bowmanville and Port Hope	Bowmanville.
John Coyle Brown	Peterborough	Peterborough.
James H. Knight	E. Victoria and Town of Lindsay.	Lindsay.
Henry Reazin	W. do	Lindsay.
James McBrien	Ontario	Myrtle.
James Hodgson	S. York	Yorkville.
David Fotheringham	N. York	Aurora.
Donald J. McKinnon	Peel and Town of Brampton	Brampton.
Rev. Wm. McKee, B.A.	S. Simcoe	Clover Hill.
James C. Morgan, M.A.	N. Simcoe and Town of Barrie	Barrie.
Robert Little	Halton and Towns of Milton and Oakville	Acton.
Joseph H. Smith	Wentworth	Ancaster.
Michael Joseph Kelly, M.D.	Brant and Town of Brantford	Brantford.
John B. Somerset	Lincoln	St. Catharines.
James H. Ball, M.A.	Welland and Town of Clifton	Thorold.
Richard Harcourt, M.A.	Haldimand	York.
James J. Wadsworth, M.A., M.B.	Norfolk and Town of Simcoe	Simcoe.
William Carlyle	Oxford and Towns of Ingersoll and Tilsonburgh	Woodstock.
Thomas Pearce	Waterloo and Town of Berlin	Berlin.
A. Dingwall Fordyce	N. Wellington	Fergus.

2. LIST OF PUBLIC SCHOOL INSPECTORS.—*Continued.*

NAME.	JURISDICTION.	POST OFFICE.
Rev. James Kilgour	S. Wellington and Town of Orangeville	Guelph.
Thomas Gordon	N. Grey and Town of Owen Sound	Owen Sound.
William Ferguson	S. do	Priceville.
William Alexander	Perth and Towns of Mitchell and St. Mary's.....	Stratford.
John R. Miller	S. Huron and Town of Goderich..	Goderich.
Archibald Dewar	N. do	Seaforth.
W. S. Clendening	E. Bruce and Town of Walkerton	Walkerton.
Benjamin Freer	W. do	Kincardine.
S. P. Groat	E. Middlesex	London.
John S. Glashan	W. do and Town of Strathroy	Strathroy.
A. F. Butler	Elgin	St. Thomas.
Edmund B. Harrison.....	Kent	Ridgetown.
George W. Ross, M.P	Lambton, No. 1, and Town of Petrolia	Strathroy.
John Brebner.....	do No. 2, and Town of Sarnia.	Sarnia.
Theodule Girardot	Esséx, No. 1, and Town of Sandwich.....	Sandwich.
James Bell	do No. 2, and Town of Amherstburgh	Oxley.
James Hughes.....	City of	Toronto.
A. Macallum, M.A.	"	Hamilton.
Professor N. F. Dupuis, M.A	"	Kingston.
J. B. Boyle	"	London.
Rev. H. J. Borthwick, M.A.....	"	Ottawa.
W. H. Ross.....	Town of	Bothwell.
Rev. A. McColl	"	Chatham.
Rev. Robert Rodgers.....	"	Collingwood.
R. B. Carman, M.A	"	Cornwall.
Rev. James Herald	"	Dundas.
Rev. W. B. Evans	"	Durham.
Rev. J. B. Muir, M.A	"	Galt.
Rev. Robert Torrance	"	Guelph.
John Rogers	"	Niagara.
Rev. Thomas Henderson	"	Paris.
James Stratton	"	Peterbough.
J. M. Platt, M.D	"	Pictou.
John H. Comfort, M.D.....	"	St. Catharines.
Rev. George Cuthbertson.....	"	St. Thomas.
Rev. Ephraim Patterson.....	"	Stratford.
Rev. George Bell, LL.D	"	Walkerton.
G. H. Smith	"	Whitby.
J. C. Patterson	"	Windsor.
Hugh McKay, M.D	"	Woodstock.

APPENDIX F.

1.—NAMES OF PERSONS WHO HAVE RECEIVED CERTIFICATES, AND WHO ARE ELIGIBLE TO BE APPOINTED PUBLIC SCHOOL INSPECTORS IN ANY COUNTY, CITY OR TOWN IN ONTARIO. (*Continued from Report of 1872.*)

NOTE—All Inspectors will be *ex-officio* members of the Board of Examiners for their respective Counties.

NAME.	POST OFFICE.	COUNTY.
Bain, A. R., B.A	Cobourg	Northumberland.
Carlyle, A., B.A.....	Fonthill	Welland.
Clark, W. R., B.A.....	New Edinburgh	Carleton.
Cochrane, R. R	Toronto	York.
Dobson, Robert	Lindsay	Victoria.
Hicks, H. M., M.A.....	Trenton	Hastings.
Hodgins, William	Lucan	Middlesex.
Hughes, James*	Toronto	York.
Leavitt, Thaddeus, W. H.....	Brockville	Leeds.
Lennox, David, LL.B	Toronto	York.
Lewin, Rev. Wm., B.A.....	Picton.....	Prince Edward.
Magee, John J., B.A.....	Napanee.....	Lennox.
Malloch, D. M	Clinton	Huron.
Middleton, Rev. J., B.A	Brampton	Peel.
McColl, Hugh.....	Strathroy	Middlesex.
McGill, Anthony	Bracebridge	Victoria.
McKee, Rev. Thomas	Clover Hill.....	Simcoe.
McTavish, D. B., M.A	Kingston	Frontenac.
O'Connor, William, M.A	London.....	Middlesex.
Read, Joseph, B.A.....	Cornwall.....	Stormont.
Riddell, William, B.A	Cobourg.....	Northumberland.
Smellie, Thomas S. T., B.A.....	Windsor.....	Essex.
Strang, Hugh J., B.A	Goderich.....	Huron.
Switzer, Parmenius A., B.A.....	Oakville	Halton.

* This gentleman has been appointed Inspector. A number of certificates have already been issued to persons eligible as Inspectors in certain specified counties, cities and towns; and as Examiners, in addition as the above.

2.—TEACHERS WHO HAVE RETIRED FROM THE PROFESSION.—(Continued from
Report of 1872.)

STATEMENT showing the Names of the Teachers who have given Notice of Retirement from the Profession, as provided by the School Law.

No.	NAME.	COUNTY.	SUBSCRIPTION RETURNED AND DATE.
182	Burgess, Wm.	Bruce	\$2 00 November, 1873.
183	Biggar, E. B.	do	2 00 February, 1874.
184	Brimstone T.	Waterloo	3 00 April, "
185	Balfour, John P.	Toronto	4 00 November, 1873.
186	Boddy, James	Muskoka	3 00 " "
187	Badger, William	Grey	3 00 March, 1874.
188	Burns, Wesley J.	Toronto	4 00 " "
189	Bowes, Alfred A.	Kincardine.	6 00 " "
190	Boyes, Joseph P.	Cobourg	4 00 April, "
191	Beattie, James	(deceased, per administratrix)	
		Waterloo	73 26 " "
192	Britchard, Robert S.	Victoria	4 00 May, "
193	Birdsall, S. E.	Lincoln	3 00 " "
194	Clarkson, Charles.	Brant	2 00 November, 1873.
195	Cooke, A. B.	do	2 00 December, "
196	Clerke, Harvey.	do	2 00 " "
197	Clapp, David E.	Kingston	5 00 November, "
198	Couch, Aaron J.	Toronto	3 00 " "
199	Cowan, Wm.	Stratford	5 00 December, "
200	Cumberland, James B.	Simcoe	3 00 January, 1874.
201	Christie, Alex.	Brant	5 00 " "
202	Carson, John H.	Simcoe	5 00 " "
203	Crossley, H. T.	York	4 00 March, "
204	Cox, John	Hastings.	5 00 June "
205	Currie, Dugald	Elgin	5 00 " "
206	Eakins, J. E.	do	1 00 April, "
207	Eadie, Robert	Brant	2 00 June, "
208	Emory, Cummings V.	Halton	5 00 May, "
209	Fletcher, David H.	Toronto	4 00 " "
210	Fulton, James	Elgin	5 00 April, "
211	Glover, Robert A.	Haldimand	5 00 December, 1873.
212	Gordon, John	Wellington.	4 00 January, 1874.
213	Gibson, Robert	Essex	5 00 March, "
214	Gilbert, A. H.	Hastings.	6 00 April, "
215	Hicks, Richard	Kent	5 00 December, 1873
216	Hubbs, Caleb E.	Prince Edward	4 00 " "
217	Henry, Samuel	Bruce	4 00 February, 1874.
218	Hart, James C.	Simcoe	5 00 " "
219	Hartwell, Tiffany	Haldimand.	3 00 March, "
220	Henry, Robert	Grey	5 00 April, "
221	Ivey, Thomas A.	Haldimand.	5 00 November, 1873.
222	Johnston, John.	Toronto	5 00 " "
223	Johnston, George W.	Essex	5 00 March, 1874.
224	Ker, Robert.	Toronto	1 00 May, "
225	Kropp, Henry	Waterloo	5 00 January, "
226	Karley, John.	Leeds	3 00 April, "
227	Lindsay, James.	Wellington.	3 00 November, 1873.
228	Lyness, John	Durham	6 00 March, 1874.
229	Lackner, H. G.	Waterloo	3 00 " "
230	Malme, Michael J.	Toronto	2 00 November, 1873.
231	Mustard, John	Victoria	5 00 " "
232	Mallory, D. E.	Leeds	3 00 January, 1874.
233	Munro, William	Oxford	2 00 March, "

2. TEACHERS WHO HAVE RETIRED.—*Continued.*

No.	NAME.	COUNTY.	SUBSCRIPTION RETURNED AND DATE.	
234	Minaker, William.....	Toronto	3 00	March, 1874.
235	Morrison, John.....	Huron	3 00	" "
236	Markle, V. A.....	Wentworth.....	3 00	June, "
237	McDonald, G.....	Prince Edward	2 00	January, "
238	McLeod, D.....	Essex	2 00	February, "
239	McLaurin, George.....	York	2 00	April, "
240	McLaren, Hugh J.....	Bruce	3 00	February, "
241	McCrae, David.....	Wellington.....	4 00	" "
242	McMillan, Robert.....	do	6 00	March, "
243	McIntosh, David C.....	Simcoe	5 00	" "
244	McLachlan, W. G.....	Hastings.....	3 00	" "
245	McDonald, Donald.....	Ontario	6 69	" "
246	McColl, Duncan.....	London	5 00	" "
247	McLean, Peter.....	Wellington.....	2 00	April, "
248	McDiarmid, Hugh T.....	Oxford	5 00	June, "
249	McCrea, Henry.....	Elgin.....	5 00	" "
250	O'Brien, John.....	Frontenac	4 00	November, 1873.
251	Paterson, James A.....	Victoria	2 00	" "
252	Polley, John.....	Grey	4 00	" "
253	Ptolemy, William J.....	Hamilton.....	5 00	February, 1874.
254	Renwick, J. W.....	York	2 00	April, "
255	Robertson, Duncan C.....	Ottawa	4 00	December, 1873.
256	Russell, Winser H.....	Northumberland	2 00	March, 1874.
257	Ross, James W.....	Hastings.....	5 00	" "
258	Richardson, R. A.....	Peel.....	4 00	May, "
259	Rollins, Williams.....	Huron	4 00	" "
260	Stevens, W. H.....	Ontario	2 00	January, "
261	Spaulding, H. W.....	Huron	2 00	" "
262	Shibley, Edwin S.....	Northumberland.....	3 00	November, 1873.
263	Smith, Peter.....	Perth	5 00	February, 1874.
264	Smith, James Bruce.....	Wentworth.....	6 00	March, "
265	Trueman, Thomas.....	Toronto	5 00	December, 1873.
266	Vercoe, James.....	Huron	5 00	May, 1874.
267	Walsh, John J.....	Simcoe	4 00	December, 1873.
268	Ward, W. J.....	London.....	4 00	March, 1874.
269	White, Gilbert J.....	Prince Edward.....	3 00	April, "
270	Wallace, Albert J.....	Northumberland.....	3 00	" "
271	Wallace, Daniel J.....	Kent	6 00	June, "

ERRATUM.

The following gentlemen hold Inspector's Certificates for any part of Ontario :—

John Cameron.....	Grey.....	Owen Sound.
A. W. Ross	Glengarry	Cornwall.
R. A. Maxwell	Kent.....	Wallaceburg.

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